



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF EDUCATION, COMMUNICATION AND LANGUAGE SCIENCES**

**Learning in an internationalised Higher Education Institution: exploring the
perceptions and experiences of International Students at two institutions and
implications for institutional internationalisation strategy**

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& Communication**

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Abbreviation

The Abbreviation of some specific terms used in this thesis is listed as below.

Internationalisation of Higher Education	IHE
Higher Educational Institutes	HEIs
International students	ISs
Intercultural Competence	IC
Internationalisation of Curriculum	IoC
The case university in South of China	SUCN
The case university in North of England	NEUK

Abstract

This doctoral thesis presents a qualitative investigation into how international students (ISs) at two higher education institutions (one in Mainland China and one in the UK) perceived and experienced internationalisation. Drawing upon three key elements of internationalisation identified in the Higher Education Academy's (2014) framework for internationalising HE – “curriculum”, “organisation”, and “people” – the study tracks the operationalisation of internationalisation at the institutional level, the development of the students' intercultural competence (IC) over time, and the impacts of institutional internationalisation strategies on ISs' IC.

Data were collected in two stages over a 15-month period. Fieldwork and documentary data were collected between October 2013 and January 2014 at the UK university (NEUK) and between March and May 2014 at the Chinese university (SUCN). Stage two involved three rounds of individual interviews with 22 ISs; these were conducted between September 2014 and June 2015. The study revealed different conceptualisations of and operational approaches to internationalisation within the two institutions, namely a “top-down linear approach” at SUCN and a “strategies-focused comprehensive approach” at NEUK. ISs' experience in the case universities also reflected the differences in how the universities' communicated their internationalisation strategies to students.

The study's qualitative methods, particularly longitudinal interviews, provided a thick description of internationalisation in practice as perceived by the two groups of ISs and revealed that ISs regarded their IC development as a comprehensive and integrated process in which culture was not always seen as a static entity. The ISs' experiences of IC development reflect the significant impacts of institutional international strategies on three specific areas: 1) the integration of international and intercultural awareness into curriculum content; 2) intercultural pedagogy; and, 3) activities that enhance intercultural interactions. Finally, by identifying two approaches to internationalisation in each university, this small-scale study provides insights into the central role that university staff play in international curriculum design, delivery, and activities.

Dedication

*This thesis is dedicated to my mother, Xinjuan WU.
For her endless love, support and encouragement*

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Declaration

This thesis is my own work and no part of the material contained in it has previously been submitted for a degree in this or any other university.

Chapter 1 Introduction

1.1 Prologue

Along with economic globalisation, internationalisation has become a catchword of the times in higher education (HE) (Yang, 2002). As Coelen (2013) noted, studies on the internationalisation of higher education (IHE) have become increasingly popular since the 1990s due to an increasing interest in the international dimension of HE. As a relatively recent phenomenon, IHE has “evolved into a broad range of understandings and approaches” (de Wit & Hunter, 2015, p. 41). Although interpretations of what IHE means vary widely, they all more or less emphasise what is practised and how it varies at all levels from supranational to institutional (de Wit, Hunter, Howard, & Egron-Polak, 2015).

Studies of IHE in recent decades have covered a wide range of areas, such as key stakeholders, mobility and research as performance indicators, national/regional contexts, as well as models and frameworks of IHE. There are also a number of quantitative research studies investigating the impacts of IHE on students (Williams, 2005; Kwiek, 2015). At the same time, qualitative studies which explore understandings of IHE and students’ relevant experience are also important (Jones, 2009). As a result of the burgeoning interest in internationalisation, researchers have generated frameworks of IHE (HEA, 2014; Knight, 2004) to support institutions and to help individuals to understand different approaches to internationalisation from both the managerial and research perspectives (Bartell & Bartell, 2003, p. 43).

Based on a review of previous studies in the field of internationalisation, the initial purpose of this study was to investigate how internationalisation is conceptualised and operationalised at two case study universities, one in China and one in the UK. The research focus was then refined to investigate ISs’ intercultural competence (IC) development in the context of IHE. The research project presented in this thesis is not only based on previous studies and theories in IHE. It also originated from my own experience of working as a language tutor of Chinese as a Foreign Language (CFL) for ISs in China and, later, as an international student in the UK.

To be more specific, the university where I did my undergraduate degree was among the first generation of internationalised universities in China to enjoy frequent and close cooperation with universities in other countries. However, I seldom encountered the internationalisation

practice of the university during my study before the third year of my degree, when I was asked to teach Chinese to a group of visiting students from Thailand. Over 2 months, the department organised a series of events, such as a Thai Culture Festival on campus and field trips in China. I still remember these activities and how I witnessed the Thai students' progress in adapting to studying and living in a Chinese university. This experience made a lasting impression, as it was the first time that I had had close intercultural communication with ISs beyond language course delivery in class. I started to realise that internationalisation was not just a slogan or a policy of the university. On the contrary, internationalisation could have far-reaching consequences, enriching the experiences and broadening the horizons of both ISs and home students (HSs).

In 2011, embarking on a Master's Degree in Education in the UK, I became an IS myself. Student life in the UK was dramatically different from what I had experienced before and it was during my MA studies that I realised how the internationalisation strategies of a university could influence students' IC development. In terms of my own experiences, the orientation activities positively supported me in learning and living as an IS. Therefore, my MA dissertation investigated the extent to which the cultural elements in TCSOL (Teaching Chinese to Speakers of other Languages) teaching material could impact on ISs' IC. The dissertation helped me to reflect on my own IC development as an IS. While participating in the IALIC 2012 (International Association of Languages and Intercultural Communication) Conference at Durham University, Byram's and Deardorff's keynote speeches inspired me to broaden the research context from foreign language teaching to IC development in the broader field of IHE.

1.2 Research Contexts and Rationales

According to Knight's (2013) table of the evolution of international education terminology, although the concept of internationalisation has been used in political science and governmental relations for many years, it is only since the 1980s that "its popularity in the education sector has soared" (p. 85). Prior to that time, "international education" and "international cooperation" were favoured terms and they are still used in some countries. Internationalisation is of growing significance worldwide, with economic, political, and social changes driving an increasingly global knowledge economy (Oxford, 2015).

Internationalisation has become a term which is widely used to discuss the international dimension of HE. Knight and de Wit (1995) describe internationalisation as the integration of

an international/intercultural dimension into the teaching, research, and services of an institution. HEIs seeking to develop an internationalised vision are increasingly including global and international themes in their mission statements and strategic plans (Coryell et al., 2012). The following sections discuss current IHE development trends revealed in studies from both the UK and China to provide an overview of the research context for the study.

1.2.1 IHE in the UK—a transformative approach

The UK has a long tradition and worldwide reputation for being at the forefront of HE and is a top destination for internationally mobile students. A total number of 435,000 ISs studied in the UK in 2011/12, comprising a major part of UK HE provision and having potentially significant impacts on the HE sector and the UK itself (Mellors-Bourne, Humfrey, Kemp, & Woodfield, 2013, p. ix). The Higher Education Academy (HEA), in partnership with UKCISA, funded 20 “Connections” pilot projects in 2012 on the theme of the internationalisation of learning and teaching. The projects aimed to make connections with different departments, services, institutions, and local communities and to support ISs studying in the UK. HSs were also encouraged to take opportunities overseas or raise their international awareness on the home campus (HEA/UKCISA, 2012).

Recent studies on the internationalisation of British HEIs suggest that a more holistic approach to internationalisation is called for, one whereby universities become internationally-minded communities (Robson, 2011) rather than focus primarily on the recruitment of increasing numbers of ISs. Furthermore, a responsible internationalisation strategy requires “innovative approaches to curriculum development, student support mechanisms and academic development initiatives” (Robson, 2011, p. 626). This strategy requires that IHE processes are implemented at two levels: the institutional and individual. The implementation of IHE in the UK has been defined in different ways (Reid, Stadler, Spencer-Oatey, & Ewington, 2010) and implemented to a widely varying degree in different institutions; amongst these ISs play an important role (Harrison & Peacock, 2009). For instance, a typical internationalised university in North East England clarifies its institutional aims as being to support staff to teach effectively in intercultural settings (NEUK, 2012). At the same time, a Draft University Internationalisation Strategy (NEUK, 2012) has been circulated to a University Learning, Teaching and Student Experience Committee with the stated aim of articulating the university’s international vision, in order to integrate international, intercultural, and global dimensions into the goals, teaching, research, and

professional service functions of the university. International cooperation is often emphasised in the institutional strategies of British universities. For example, the London School of Economics highlights an international strategy of promoting double degree programmes at both undergraduate and postgraduate levels in cooperation with prestigious overseas universities, such as Columbia University and Beijing University.

A number of British universities also recognise the necessity of developing their internationalisation practices at an individual level. With increasing numbers of students choosing to study outside their own countries, the UK has established a successful track record of attracting ISs to study at British universities. Host universities in the UK are now exploring how they can better respond to the demands of their culturally diverse communities and considering how their courses can maximise intercultural learning opportunities for HSs and ISs (Spooner-Lane et al., 2013). This is not just a question of providing improved language learning facilities to develop students' language capacities, but also about focusing more on their personal development (Caruana, 2010).

1.2.2 IHE in China – Emerging and vast development

Due to China's growing national strength and international influence, the number of ISs choosing to study in China has also increased dramatically (Wei, 2013). The latest statistics from the Chinese government (MOE, 2016a) on ISs' mobility showed that the total number of ISs studying in China's higher education institutes was 377,054 in 2014, 20,555 (5.77%) more than the figure for 2013. A total of 641,394 ISs (about 43.6%) took a degree programme, a rise of 16,504 (about 11.16%) more than in 2013. However, it is worth noting that ISs from neighbouring countries made up most of that IS population. For example, ISs from six Asian countries (South Korea, Japan, Vietnam, Thailand, India, and Indonesia) accounted for half of all the ISs who came to study in Chinese universities in 2008/2009 (Lagree, 2011).

During the last three decades, with the increasing number of ISs coming to China to study, IHE in China has developed rapidly and overseas departments (often called "overseas education colleges") have been set up in nearly every university to attract more ISs to study Chinese and foundation programmes for degree programmes. In the operationalisation of internationalisation, overseas departments also promote international cooperation and exchange programmes to encourage HSs to study overseas. For example, the overseas department at Soochow University (SUCN) has operated a 3+1 programme with many

universities in the UK, such as the University of Hull, the University of Liverpool, and the University of Sunderland, with the aim of helping Chinese students to develop international perspectives and intercultural abilities. The departments also operate exchange programmes with overseas universities, such as Portland University and Michigan State University in the USA. In addition, independent Sino-foreign Cooperative universities are new types of institutes in China. Xi'an Jiaotong-Liverpool University (XJTLU) is a well-known international university jointly founded by Xi'an Jiaotong University in China and the University of Liverpool. At present, XJTLU has nearly 7,500 registered students, including over 100 overseas students from more than 20 countries and regions. The 24 degree programmes which it offers in the fields of science, engineering, management, and culture are taught mostly in English, with the exception of general and basic courses such as ideology education (XJTLU, 2016).

Even though IHE in China started late, it has developed rapidly over the past decade with a clear determination to cultivate students' international horizons and attract ISs (Wei, 2013). However, there is a dearth of IC development studies in the current context of IHE in China, since Chinese HEIs' internationalisation efforts are still limited to the scope of foreign language education for HSs. Current studies on the internationalisation strategies of Chinese universities generally focus on refining curricula related to foreign language courses (Bi & Huang, 2010). However, Wang (2004) pointed out that an effective teaching mode of language and culture must be set initially if College English – the compulsory English course for university students in China – is to cultivate a wider sense of IC. In the current IHE process in China at an individual level, for example, the “curriculum reform” (where students' foreign language skills are highlighted and assessed), students' learning from experience or cross- cultural encounters were often neglected. As Hu (2005) indicated, neither the teaching culture nor the typical subjects focusing on intercultural communication have developed intercultural awareness as efficiently as Chinese foreign language educators had anticipated. Thus, greater efforts are required to enhance students' personal development in this process.

Accordingly, in terms of the conceptualisation and operationalisation of IHE, the current major focus in both national contexts is still international cooperation. Prestige is attached to international collaborative research, especially in research-intensive universities in the UK. Additionally, students' personal development should be emphasised in both national

contexts; doing so calls for a student-centred approach to internationalisation. Student-centred approaches to IHE are emerging alongside the expansion of overseas collaborative initiatives, foreign language instruction, the international franchising of programmes, and the provision of internationally relevant curricula and syllabi (Vita & Case, 2010). The two national contexts investigated in this study are at different stages in their respective IHE development. The underlying rationale of the study is, therefore, to investigate how IHE is conceptualised and operationalised at the institutional and individual levels in both countries and to highlight any differences.

1.2.3 IC development in the context of IHE

The field of IHE has matured in recent years with a greater recognition of the cultural, economic, and interpersonal dimensions of global educational relations. Universities have embarked on a mission to help all students become international learners, workers, and citizens (Bartell, 2003; Knight, 1999; Singh, 2005). Rizvi (2011) suggested that the global university should be characterised by its engagement in the internationalisation process, its international networks, and the internationalisation of curriculum, which generalises the universities' mission in an era of internationalisation.

It appears that provision of opportunities for intercultural contact on campus do not automatically lead to an increase in intergroup contact (Pettigrew, 1998; Waldron, 2013) or in intercultural learning, which clearly conflicts with the principles and aims of internationalisation. Studies conducted across English-speaking countries have revealed that, despite growing numbers of ISs and increasingly diverse domestic student bodies, there is strong evidence that minimal interactions occur between culturally diverse students (Halualani, Chitgopekar, Morrison, & Dodge, 2004; Quintrell & Westwood, 1994; Trice et al., 2004).

However, it is of vital importance to determine “whether the benefits claimed by advocates of university internationalisation can be evidenced by students” (Parsons, 2010, p. 313).

Accordingly, de Wit (1995) claimed that IHE should aim to develop the skills, knowledge, attitudes, and values of faculty, staff, and students, so that they can become interculturally competent to live and work efficiently in an international context. It is widely accepted that ISs can contribute to the understanding of global issues by integrating different cultural perspectives, philosophies, conceptualisations, and skills (Perry & Southwell, 2011).

Therefore, universities interested in internationalising students' learning experience might

take advantage of the rich learning opportunities brought by ISs' different cultures, ethnicities, and nationalities to bring ISs and HSs together in dialogue and collaboration (Coryell et al., 2012, p. 88). International Programme (IP) offices, academic departments, and research groups might work together to improve student services and enhance the range of activities which provide the support and community involvement necessary for integration to occur.

The global popularity of studying abroad has resulted in a growing scholarly interest in the "ISs' experience". Universities are developing their international strategies through a sole focus on IS recruitment to "develop mature internationalisation agendas that incorporate recruitment, research collaborations and capacity-building" (Oxford, 2015, p. 1). In HE in both China and the UK, the motivations for internationalisation are defined in different ways and implemented differently in each institution, although ISs are always considered an important element (Harrison & Peacock, 2009). Indeed, there is an ongoing call for more elaborate pedagogical approaches to utilise the experiences of multiethnic student groups and facilitate students' acquisition of IC (Stier, 2006).

For that reason, this study addressed the growing global intercultural and educational phenomenon of IHE from ISs' perspectives and experiences, drawing on empirical data collected from the two case studies. In order to help universities and external agencies to explore and measure the expected and desired outcomes of efforts in internationalisation, this study investigated how ISs perceived and experienced IC development through intercultural interactions on campus. It also revealed how IC functioned as an instrument to track the internationalisation process in each case university.

1.3 Key concepts and glossaries

1.3.1 The Internationalisation of Higher Education (IHE)

IHE is a huge and multifaceted concept and, unsurprisingly, there are several competing definitions of it. Some researchers consider IHE as a process, while others suggest that it is a goal or an outcome. Knight (2015) addressed both of these by redefining IHE as follows: Internationalisation at the national, sector, and institutional levels is defined as the *process* of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education (p. 2).

By refining the definition of IHE at the national level, Knight clearly suggested the need to use differentiations among countries, cultures, and education systems as variables to analyse the application of IHE, a proposal which underpins the two case studies in different national contexts in this study. Knight's definition particularly highlighted the current importance of integrating the intercultural dimension into IHE process, thus, centralising ISS' IC development as the major likely outcome of internationalisation.

However, this revised definition, while still conceiving of IHE as a process, can be considered too generic at the institutional level, as it fails to provide specific functional terms for teaching, research, and services (Knight, 2015, p. 3). De Wit and Hunter (2015) extended Knight' definition by incorporating various specific dimensions, components, approaches and activities. For them, IHE includes credit and degree mobility for students, academic exchange and the search for global talent, curriculum development and learning outcomes, franchise operations and branch campuses, for both cooperation and competition (p. 45).

De Wit and Hunter's dimensions provide practical guidance for the investigation in this study at the institutional level. Therefore, both Knight's (2015) and de Wit and Hunter's (2015) definitions informed the discussion of IHE in the present study.

1.3.2 The Internationalisation of the Curriculum (IoC)

Internationalisation of the curriculum (IoC) is one of the focuses of IHE (Bodycott, 2013); it aims to develop the intercultural and global competence of all students, domestic and international (Beelen, 2011; Leask, 2009). Knight (2004) suggested that two categories of efforts had been made to internationalise higher education where they occur abroad and at home. Sufficient research revealed that major efforts had been made abroad (Pitts & Brooks, 2017). However, an increasing number of efforts at home were also noted (Harrison & Peacock, 2009). The concept of IoC was originally linked to internationalisation at home (IaH) (Clifford, 2009), which focuses on the curriculum, teaching, and learning outcomes (de Wit, Hunter, Howard, & Egron-Polak, 2015). IaH has been redefined recently as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015).

It is generally agreed that an internationalised curriculum may contain several recognisable components, such as global perspectives, intercultural communication, and socially responsible citizenship (Henze & Zhu, 2012; Ibrahim, 2005; Ryan, 2013). The emphasis

placed on these components will reflect how the institution, the discipline, and the teaching staff conceptualise internationalisation (Clifford, 2013). It is also acknowledged that, in practice, the IoC in the HE sector goes beyond the scope of student mobility. International perspectives can be developed through a strong emphasis on teaching and learning in culturally diverse or enriched settings (Bodycott, Mak, & Ramburuth, 2013; Wächter, 2003). IoC is also considered a key element of IHE at an institutional level (HEA, 2014). Therefore, this study investigated ISSs' learning experiences and their IC development to evaluate the operationalisation of IHE in a multicultural learning environment.

1.3.3 Intercultural Competence (IC)

IC has become an increasingly prominent element in the debate on “global citizenship” as a graduate attribute. A number of studies have been conducted in this field, leading to different definitions and understandings. Although there is no agreed definition of the concept (Deardorff, 2006; Young, Handford, & Schartner, 2017), understandings of IC are commonly seen as one's ability to interact effectively and appropriately with people from other cultures (Tennekoon, 2015). Although there are still differences between each IC model and understanding of the concept, IC relates generally to four dimensions, namely knowledge, attitudes, skills, and behaviours. To avoid confusion in this study, Deardorff's (2006) model of IC was adopted. Accordingly, IC is viewed in this thesis as the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions

The exploration and discussion of IC in this study is based on Deardorff's (2006) pyramid model, which sets the requisite attitudes as a fundamental starting point for the development of IC. Similar to other IC models, which focus on knowledge aspects, skills, and behaviours (e.g., Byram, 1997; Hiller & Woźniak, 2009), Deardorff's (2006) pyramid model conceives of IC as developing through acquisition and use of particular sets of knowledge and comprehension, including self-awareness and skills which lead to higher-level informed frames of reference, including empathy and ethno-relative viewpoints.

1.4 Research questions and objectives

As discussed above, the growing interest in IHE has led to research on issues related to internationalisation, both in China (e.g., Cai, 2014; Yang, 2004; Yang & Welch, 2012) and the UK (e.g., Magyar & Robinson-Pant, 2011; Robson, 2011). However, rarely have case studies scrutinised the operationalisation of IHE from ISSs' perspectives in specific HEIs.

There is also a growing research interest in investigating ISs' formal and informal learning experiences, especially in the field of the IoC and IC development (Dunne, 2011; Green & Mertova, 2009; Guo & Chase, 2011). As a result, this study aims to address the following three research questions.

- 1) How is internationalisation conceptualised and operationalised at the two case universities?
- 2) Do ISs' academic and social learning experiences at the two case universities meet the institutional goals of internationalisation, and, if so, how?
- 3) To what extent could the institutional strategies of internationalisation influence ISs' IC development?

The research objectives were designed to:

- investigate the institutional conceptualisation of internationalisation in HEIs in China and the UK;
- reveal the institutional strategies related to internationalisation at both case universities through documentary analysis and fieldwork;
- scrutinise the operationalisation of internationalisation at the two case universities through ISs' perceptions and experiences of learning and living in a foreign university;
- identify the impact of institutional internationalisation strategies on ISs' IC development;
- explore the impact of a multicultural learning environment on ISs' IC development;
- identify implications for international teaching and learning practices at a foreign university.

1.5 Organisation of the thesis

This study consists of nine chapters.

Chapter 1, *Introduction*, presents the background to the research and the purposes, research questions, and structure of the whole thesis.

Chapter 2, *Guiding literatures*, provides an in-depth critique of existing studies and theories related to the topic of this study, in order to introduce a more specific research context in both China and the UK. The key issues covered in this chapter are: 1) the

internationalisation of higher education (IHE) in China and the UK; 2) conceptual frameworks of IHE, such as those of Knight (2004), de Wit (2002, 2011), and the HEA (2014, 2016); 3) the rationales for internationalisation at the institutional and individual levels; 4) the internationalisation of the curriculum (IoC); and, 5) intercultural competence (IC) and ISs' personal development.

Chapter 3, *Methodology*, sets out the rationale for the research design and methodology. It presents the data collection and analysis procedure and considers validity/reliability and ethical issues. Additionally, since the entire study consists of two steps – upfront fieldwork followed by longitudinal interviews over 10 months – the methodology chapter also explains the design of the data hierarchy during these two phases.

Chapter 4, *Qualitative Findings from Upfront Fieldwork*, analyses the qualitative data collected from the fieldwork at both case universities. Documentary and ethnographic data which address institutional strategies of internationalisation are presented to address the first research question and also to inform the later individual interviews.

Chapters 5, 6, and 7 cover the *Qualitative Findings from Individual Interviews which Provide Empirical Evidence to Answer the Three Research Questions Respectively*. Chapter 5 demonstrates ISs' shared perceptions and understandings of each university's internationalisation strategies gathered through the three rounds of interviews. This dataset was used as empirical evidence to vividly illustrate the operational reality of IHE at the two institutions. Chapter 6 demonstrates ISs' experience of learning and living in an international university, covering a wide range of ISs' formal and informal learning experiences, such as in-class learning experiences and after-class interactions with cultural others. The ISs' shared experiences are compared with the institutional strategies of internationalisation, so that the operationalisation of IHE in each institute can be evaluated. Chapter 7 presents three rounds of ISs' self-reflections on IC and demonstrates ISs' shared perceptions of the factors that influence their IC status, especially those related to the institutions' internationalisation strategies. At the end of each of these three chapters, a summary section generates key findings from each round of interviews, in order to produce longitudinal findings on ISs' developed understandings of IHE, ongoing learning and living experiences, and their self-reflections on IC development.

Chapter 8, *Discussion*, answers the research questions based on the empirical findings with reference to previous literature in the field.

Chapter 9 is the *Conclusion*. It revisits the research questions to demonstrate the methodological, theoretical, and empirical contributions of this study. The limitations of this study are also considered and recommendations for future studies are suggested.

Chapter 2 Guiding Literatures

2.1 Introduction

This chapter provides a review of the theoretical and empirical literature related to this research project. The literature review covers the following three areas. First, contemporary definitions and theoretical frameworks of IHE are reviewed (2.2). Secondly, after reviewing definitions and studies of IC and related concepts/terms, Deardorff's (2006) IC model is singled out as an appropriate assessment tool whereby to investigate ISs' experiences of developing IC. Thirdly, current studies that explore ISs' adaptations and university experiences are examined, with section 2.4 focusing specifically on research into ISs' internationalisation experiences of developing IC while studying abroad. Chinese and British studies of IHE were reviewed in 2.2.5, with each case study providing specific and updated research contexts which detail its contribution in these two countries.

The literature review aims to explore academic debates relevant to the research questions and to clarify, by identifying gaps in the existing research, why this doctoral research is both timely and relevant and how it makes an original contribution to the field. Prior to presenting the review, the rationale for this study's literature review approach is explained.

The search strategy did not take a systematic approach, as this requires a review of all relevant literatures in a specific field, often in the form of a meta-analysis and that approach was not necessary in this study. Systematic reviews are invariably guided by a research question. However, as this review acts as a background to an empirical study (Bryman, 2010), it was not considered necessary to have a research question. A narrative literature review was conducted to establish what is already known about the research topics of IHE and IC and to ensure that key references, such as Byram (1997)'s ICC model and Deardorff (2006)'s IC model, were covered in the review. After identifying the research interests in IHE and ISs' IC development in the context of IHE, I searched for more literature using the university library search engines and databases.

I used keywords to define the boundaries of the chosen search. The key words included "internationalisation of higher education", "multicultural learning environment", "international students' experience", "intercultural competence", "intercultural competence assessment", etc. Synonyms and alternative terms and spellings, such as "internationalization of higher education", "cross-cultural communication", and "graduate attributes" were also

used. I receive updates for key journals, such as *International Higher Education* and *Intercultural Education*, to ensure that I am aware of new papers in this research area.

In addition to the review of previous studies described above, I analysed literature in the field of IHE over the last 10 years in both China and the UK (e.g., *Journal of Studies in International Education*, *Research in Higher Education*, *Journal of Higher Education Policy and Management*). This review allowed me to explore what has or has not been done in order to identify the research gaps. Table 2.1 below presents the key search words, together with the key literature found in this area.

Table 2.1 Example of Databases and Review of Previous Literature

Area/topic	Literature reviewed (with full reference)	The reason why or why not it is included in the review
IHE	Knight, J. (2004). Internationalization remodelled: Definition, approaches, and rationales. <i>Journal of Studies in International Education</i> , 8(1), 5-31.	Yes – Widely cited conceptualisation of IHE; provides insights into how IHE might be investigated at different levels.
	Knight, J. (2006). Cross-border education: Conceptual confusion and data deficits. <i>Perspectives in Education</i> , 24(1), 15-27.	No – Although it is also a key reference in the IHE area, its research focus was on cross-border education, which is not applicable to the current study interest.
	HEA (2014). <i>Internationalising Higher Education Framework: Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society</i> . The Higher Education Academy.	Yes – Provides a framework to assist HE institutions to conceptualise and operationalise internationalisation at the institutional level; positions students' personal development as a key outcome of IHE efforts.
	Wihlborg, M., & Robson, S. (2018). Internationalisation of higher education: Drivers, rationales, priorities, values and impacts. <i>European Journal of Higher Education</i> , 8(1), 8-18.	Yes – Positioned internationalisation as a positive, important and complex element in HE development; led to the review of further literature from this special issue.
IoC	Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. <i>Journal of Studies in International Education</i> , 13(2), 205-221.	Yes – Makes a key contribution to the role of IoC in improving students' intercultural interactions; provides a rationale for the investigation of ISs' formal and informal learning experiences; considers IHE as a holistic process.
	Caruana, V. (2009). The relevance of the internationalised curriculum to graduate capability: The role of new lecturers' attitudes in shaping the 'student voice'. In E. Jones (Ed.) <i>Internationalisation and the student voice</i> (pp. 56-69). New York & London: Routledge.	Yes – Provides a rationale for the investigation into staff efforts from the perspective of students.
	Leask, B., & Beelen, J. (2010). Enhancing the engagement of academic staff in international education in Europe and Australia: Background paper 2. In IEAA-EAIE Symposium: Advancing Australia-Europe Engagement. Hawthorn: International Education Association of Australia (IEAA).	Yes – Highlights the importance of academic staff's efforts in the internationalisation practice; provides empirical background to address institutional approaches of internationalisation through curriculum design and academic staff engagement.

Continued

IC	Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 2-52). Thousand Oaks, CA: Sage.	Yes – Provides a synopsis of IC theories and models, including Howard Hamilton, Richardson & Shuford's (1998) IC components model, Ting-Toomey and Kurogi's (1998) face work-based model of IC, Deardorff (2006)'s pyramid model of IC, Byram's (1997) IC model, Bennett's (1986) developmental intercultural competence model, and Kim's (1988)'s intercultural communicative competence model, among others.
	Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. <i>Journal of Studies in International Education</i> , 10(3), 241-266.	Yes – Provides a theoretical rationale for the measurement of IC in the context of IHE; Deardorff's (2006) IC model was adopted in this study to investigate ISs' IC development.
	Deardorff, D., & Jones, E. (2012). Intercultural competence: An emerging focus in international higher education. <i>The SAGE handbook of international higher education</i> (pp.283-303), Thousand Oaks, CA: Sage.	Yes – Provides an in-depth discussion of the reason why IC is increasingly emphasised in IHE studies, especially with a focus on student development.
IHE in China	Yang, R. (2004). Openness and reform as dynamics for development: A case study of internationalisation at South China University of Technology. <i>Higher Education</i> , 47(4), 473-500.	Yes – Not only exemplifies the current case studies in Chinese IHE, but also provides a systematic review of Chinese IHE rationale and current development.
	Li, F. (2016). The internationalization of Higher Education in China: The role of government. <i>Journal of International Education Research</i> , 12(1), 47-52.	Yes – Key study that discusses the role of the Chinese government in this nation's IHE process.
IHE in the UK	Hyland, F., Trahar, S., Anderson, J., & Dickens, A. (2008). A changing world: The internationalisation experiences of staff and students (home and international) in UK Higher Education. Bristol: Higher Education Academy Education Subject Centre.	Yes – An HEA study related to internationalisation in the UK that investigates staff and students' experience of internationalisation.
	Montgomery, C. (2009). A decade of internationalisation: Has it influenced students' views of cross-cultural group work at university? <i>Journal of Studies in International Education</i> , 13(3), 256-270.	Yes – An empirical study in the British context that investigates how student views of collaborative study in a diverse international academic context may have changed in the past decade.

In terms of the structure of this literature review, after introducing the notion of IHE, theoretical studies on IHE are reviewed, including the rationale, driving factors, framework, and approaches of IHE (in 2.2), which are conceived of as a macro level of IHE studies. Considering that the IHE term is a huge and multilevel concept, there is also a need to study this topic at a micro level, such as investigating students' perception and experience (See Figure 2.1).

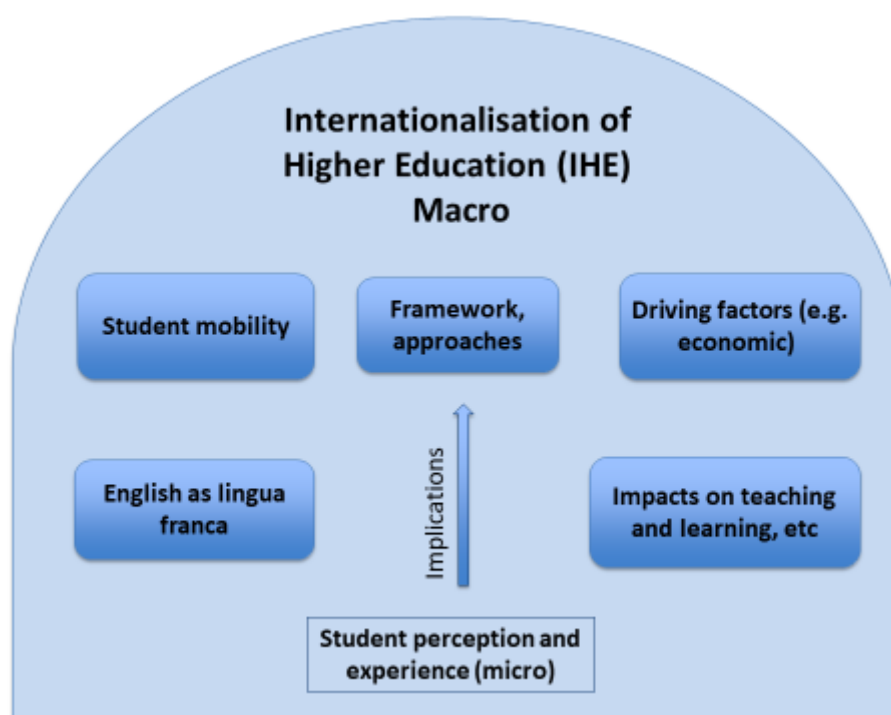


Figure 2.1. The research topics and contents of IHE studies

After considering the theoretical reviews on IHE, the current studies on the transformative attribute of IHE, together with the key elements including internationalisation of the curriculum (IoC) and student support mechanism, were reviewed in line with IHE teaching and learning practice at the institutional level. The review of these two key frameworks and their underpinning perceptions of internationalisation inspired this study and the author's interest in exploring the quality of the operationalisation of IHE at the institutional and individual levels through the perception of ISs. A later review on the assessment of the quality of IHE suggested that students' perception and experience constitute a micro level of the studies of IHE area.

Focusing on ISs in the context of IHE recognises their importance as stakeholders. Section 2.4 considers the challenges and communication difficulties ISs face while studying abroad.

Theories of IC, including Deardorff's (2006) component model and Barrett's (2013) more recent model, are critically reviewed (2.3.2). Deardorff's (2006) IC model, which was originally set in an HE context, emerged from the theoretical review of the conceptualisation of IC and was adopted as an academic filter in this study to investigate the operation of internationalisation from the standpoint of students' academic and social learning experiences (2.4.4). Recent IHE studies and developments in both China and the UK are reviewed (2.2.5) to determine the different factors and research foci driving the development of IHE in these two national contexts. Section 2.5 discusses the relevance and empirical contributions made by this research's adoption of a two-case study approach.

The literature review helped to identify the fact that insufficient empirical studies in the UK and China have explored the operationalisation reality of IHE at the institutional and individual level, although nearly every theoretical framework of IHE highlights organisational and human elements. To be more specific, the reviews of IHE conceptual frameworks first suggest that IHE is an integral process involving the expectations of several stakeholders, while developing students' IC is considered one of the ultimate targets and expectations of IHE efforts (Spooner-Lane, Tangen, Mercer, Hepple, & Carrington, 2013). Secondly, the review and discussion of IoC provided a strong rationale for exploring the impact of IHE approaches to ISs' personal development at both the individual and institutional levels. Therefore, ISs' formal and informal learning experiences while studying at a foreign university, as well as their IC development as revealed through the two case studies, were introduced as ways to explore and investigate the operationalisation of IHE within each case university. The following sections detail the key literatures, reviews, and discussions in the areas of IHE, IoC, ISs, and IC development; a summary that identifies existing gaps in the research and clarifies the objectives of this study then follows.

2.2 Literature Reviews of IHE

The second section of this literature review considers both the notion of IHE and conceptual studies of it (2.2.1) and discusses the changing nature of the driving forces behind IHE and the rationale for it (2.2.2.). Reviewing the two frameworks of IHE proposed by Knight (2004) and the HEA (2014) (See also research context in 1.2) enables better understanding of the ongoing studies on the conceptualisation of IHE (2.2.3). Section 2.2.3 is also dedicated to recent studies and discussions on the transformative approach of IHE where IoC and staff development are suggested as current research focuses of IHE operationalisation.

2.2.1 The Notion of IHE

The concept of internationalisation has been used in political and government relations studies for centuries. However, internationalisation did not become a popular topic in the educational sector until the early 1980s (Knight, 2015). From virtual irrelevance, over the past two decades internationalisation has become one of the most powerful forces in the field of HE across the world (Rumbley, Altbach, & Reisberg, 2012) and there have been multiple attempts to provide a definition of IHE ever since (See Knight & de Wit, 1995; Teichler, 2004; Knight, 2004, 2015).

The phenomenon of IHE is considered a complex concept, as it means different things to different people and has been studied in a variety of contexts (Knight, 2004, p. 5). For some scholars, the concept of IHE consists of a series of international activities, such as student and staff mobility (e.g., Vapa-Tankosic & Caric, 2009; Pitts & Brooks, 2017; Pretor Fok, 2007), or international partnerships and cooperation in academic and research (e.g., de Vita & Case, 2010; Yang & Welch, 2012). For others, IHE refers mainly to new types of international education, including branch campuses (e.g., Stohl, 2007; Altbach, 2006), and distance techniques (e.g., Nagata, 2006).

A growing number of studies have challenged the traditional value of international cooperation, such as exchange and participation, through the commercialisation and cross-border delivery of HE and enhanced competition (de Wit, 2010). To many, internationalisation nowadays means the inclusion of an international, intercultural, or global dimension in the curriculum and the teaching and learning process (Knight, 2004, 2005).

As a consequence, this study aims to investigate the conceptualisation and operationalisation of IHE within universities at both the institutional level of IHE, for instance, cooperation programmes, and the individual level, for example, international teaching and learning practices. Knight's (2003) definition of IHE is, therefore, appropriate for this study: "Internationalisation at the national, sectorial, and institutional level is 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education'" (p. 2).

Knight's definition, which conceives of IHE as a process and also factors in a number of key elements of internationalisation, has become widely accepted by scholars. Hence, the number

of studies contributing to understandings of IHE has not only increased rapidly in recent years, but also placed a particular focus on the functions and delivery of IHE practice, such as the IoC (e.g., Caruana, 2013; Robson, 2011), thus making conceptualisations of IHE a dynamic process in a rapidly developing global society.

2.2.2 Theoretical studies on IHE: Driving factors, Rationale and Theoretical Framework

The following sections provide a brief review on the theoretical studies on IHE, starting with a review of its rationale and driving factors. The extent of an institute's internationalisation is largely affected by "local realities, wealth, language, academic development, etc." (Altbach, Reisberg & Rumbley, 2009, p.7). While the multifaceted nature of IHE suggests that this phenomenon is complex, different IHE driving factors have resulted in different conceptualisations and operationalisation of IHE in specific national contexts.

2.2.2.1 Rationale and driving factors of IHE.

Rationales for IHE are commonly grouped into four main categories, namely "political rationales, economic rationales, social and cultural rationales, and academic rationales" (De Wit, 2002, pp. 83-102). This categorisation is further separated into national and institutional levels. At the national level, the examples of the emerging rationales include human resource development, commercial trade, and social and cultural development (Knight, 2015). In a globalised world, internationalisation has attracted increasing numbers of international scholars, as it has been widely viewed as an opportunity to promote cultural diversity and foster intercultural understanding, respect, and tolerance among people (The International Association of Universities (IAU), 2005), which contribute significantly to building "a climate of global peace" (Robson, 2011, p. 621).

On the other hand, the rationales for IHE at the institutional level include "international branding and profile, income generation, and knowledge production" (Knight, 2004, pp. 22-23), in which the higher education institutions (HEIs) are considered the core unit of IHE at the institutional level. HEIs, essentially, are international, since the nature of HE learning and researching is to seek relevance and confirmation not only at the local or national levels, but also at the global level (Sadlak, 1998, as cited in Humfrey, 2011).

In general, the rationales driving internationalisation vary largely from time to time, from institution to institution, and from country to country (Knight, 2004, p. 28). In the HE sector, two main reasons motivate universities worldwide to pursue an internationalisation agenda. The first concern is profits, history, politics, and cultural understandings, and the other

concern is the personal development of students, such as transforming them into citizens able to meet the demands and challenges of a globalising economy and society (Sawir, 2013). Commercial and financial reward is widely acknowledged as a key motivating factor for internationalisation projects in HE sectors (Altbach & Knight, 2007). This motivation sits alongside other aims that are increasingly acknowledged, such as strengthening research and knowledge (e.g., Svenson, 2016), developing the nation's political soft power (e.g., Hayoe, Marginson, Cai, & Jiang, 2014; Yang, 2010), and developing students' intercultural understanding and skills (e.g., Deardorff, 2011). This variety of rationales for IHE development can be seen in the IHE strategies of the two case universities in this study. Among these rationales, the profit motive is widely recognised as significant.

The process of IHE fluctuates between two discourses: economic competition and academic internationalisation (Bolsman & Miller, 2008). Regarding economic competition, in the IAU's 2005 Internationalisation Survey, 96% of the responding HEIs from 95 countries agreed that internationalisation brought benefits to HEIs and the local, even national, economies (Knight, 2013, p. 88). For instance, as a result of liberalisation and the creeping penetration of market forces in the HE sector, universities are forced to rely on market resources and "compete fiercely" (Lavankura, 2013, p. 669) with one another (See Altbach & Knight, 2007, pp. 291-292; Dill, 1997; Kirby-Harris, 2003), and international programmes generate significant income from fees (See Knight, 2004, p. 26). More widely, such emerging IHE practices as cross-border projects between HE institutions and the rise of joint degree programmes have had a significant impact on host country economies, because HEIs, as knowledge industries, contribute to national economic development (Altbach & Knight, 2007, p. 293). Finally, ISs spend significant amounts of money while studying in a foreign country, contributing greatly to the local economy (UKCISA, 2014).

Despite the concerns stated above, the "micro-level" importance of IHE has recently been examined, namely its contribution to the personal development of students, particularly in terms of IC. Internationalisation has also been conceived of as HEIs' response to a large and growing number of internationally mobile students (Young, Handford, & Schartner, 2017). Students who go abroad to study are appreciated as part of the IHE process and the importance of IHE in these students' personal development has clearly been revealed in student surveys. "Students' increased international awareness and engagement with global issues" was the top-ranked benefit (accounting for 32%) of IHE in the IAU's 4th Global

Survey in 2014. In addition, employers increasingly emphasise the importance of graduates' transversal and transferable skills, increased international awareness, and engagement with global issues (Johns & de Wit, 2014). These are precisely the kinds of skills that students are developing through their mobility experiences. According to a recent Erasmus impact study, the importance that employers place on "studying abroad" increased from 37% in 2006 to 64% in 2013 (Tran & Dempsey, 2017, p. 4), highlighting the importance of IC in a study abroad experience (Deardorff & Jones, 2015).

While various rationales for and benefits of IHE have been revealed, the reasons behind a particular HEI's IHE agenda depend on their specific national and institutional contexts (Willis & Taylor, 2014; Yang, 2010). For this reason, the present research set out to study the conceptualisation and operationalisation of IHE within two different national contexts. Section 2.7 presents a review of current studies of these two nations.

2.2.2.2 Theoretical frameworks

Generally, research in IHE covers a variety of research topics. In addition to the debates over defining IHE, conceptualising the terminology, and considering the areas covered by the field, studies have also addressed practical approaches to internationalisation in the HE context. For instance, Qiang (2003) categorised "approaches to internationalisation" as "the activity approach", "the competency approach", "the ethos approach", and "the process approach" (pp. 250-251). The term "approach" as used here differs from the way in which it is used in this thesis, which refers to pathways, practical processes, or development models towards internationalisation. These different practical approaches reflect a variety of stances adopted by people in leadership positions towards the promotion and implementation of programmes aimed at internationalising HE. However, it has also been suggested that a country's "approach" to IHE rests on a specific historical context and background (Yang, 2004). Therefore, in studies on IHE, especially those concerning approaches at the national level, specific historical, political, and economic factors also demand careful consideration. This observation necessitates a review of regional differences in IHE development and a review of IHE studies in China and the UK respectively.

Furthermore, this section also reviews two recent frameworks for conceptualising IHE – the core theoretical foundation of this study; these are the framework created and modified by Knight (2004), and that devised by the HEA (2014, 2016). The review of these two

frameworks illustrates how IHE institutional strategies can work together and impact on individuals involved in the process.

(1) Knight's (2004) framework of IHE: From national to institutional

In recent decades, Knight and de Wit (1995) have contributed greatly to defining and conceptualising IHE by refining our understandings of IHE. Coelen, (2013) saw IHE as an integral driving force preparing students for a globalised economy and society. Considering IHE as the education sector's response to globalisation, Knight (2004) remodelled her definition of IHE to stress the national/sector level and institutional level of internationalisation; consequently, her approach has directly impacted the current study's research focus. Compared to her earlier definition of IHE (Knight, 1993), this updated framework, which stresses the national/sector level, proposes a wider goal that needs to be achieved through the internationalisation process, namely restructuring and upgrading the education system as a response to the rapidly developing global economic order.

First, IHE at the national/sector level is critically important to “the international dimension of higher education through policy, funding, programs, and regulatory frameworks” (Knight, 2004, p. 6). During the past decades, the international dimension of education has changed from “wandering scholars” to the national and international conceptualisation of IHE (De Wit, 2002). Therefore, understanding IHE must also take into account its “application to many different countries, cultures, and education systems” (Knight, 2015, p. 2).

Secondly, the national/sector level of IHE also initiated the operationalisation of IHE in practice and countries have begun to provide for the internationalisation of universities. The Bologna Process and Erasmus Scheme in the EU have, for instance, increased the cross-border mobility of students and academic staff and reinforced other types of international activities (Shahjahan, 2012). Over the past two decades, internationalisation at the national level has greatly raised the profile of the research agenda to drive internationalise in nearly every aspect of education, especially HE (Dolby & Rahman, 2008).

However, the real process of IHE often actually takes place “at the individual, institutional level” (Knight, 2008, p. 7) guided by the national policy. The fundamental role of institutions involved in the IHE process is providing funded programmes that enable individuals to engage in international activities such as research and student mobility (Knight, 2004). The operationalisation of IHE at the institutional level has been adapted to meet the needs of the

specific demands of the national economy and culture within a specific set of national educational regulations and procedures (Damme, 2001). The institutional level of IHE requires institutions to pay attention to specific activities of internationalisation, such as curriculum design and implementation, academic programmes, and opening branch campuses (See Table 2.2).

Approach at Institutional Level	Description
Activity	Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.
Outcomes	Internationalization is presented in the form of desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects.
Rationales	Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic standards, income generation, cultural diversity, and student and staff development.
Process	Internationalization is considered to be a process where an international dimension is integrated into teaching, learning, and service functions of the institution.
At home	Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities.
Abroad (cross-border)	Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery modes (face to face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc).

Table 2.2 IHE Approaches at the Institutional Level (Knight, 2004, p. 20)

It is also at the institutional level that students' personal development has been examined in detail. At the institutional level, student competencies are often regarded as an important outcome of IHE. In fact, according to Knight (2004), there is renewed IHE emphasis on international and intercultural understandings and generic global skills for students and staff (p. 26). However, in terms of personal development, the existing frameworks of internationalisation, including those of Knight (1995, 2004) and De Wit (2002), are "very general" (Enequist, 2005, p. 15, as cited in Sanderson, 2008) and provide little assistance to academics who are pursuing personal development as an outcome of IHE. Therefore, the

present study is an attempt to further develop the existing approaches to internationalisation by investigating and exploring the operationalisation of IHE at the institutional and individual levels.

While Knight's (2004) framework retains a significant impact on current studies which explore rationales at different levels, another IHE framework, that proposed by the Higher Education Academy (HEA) in 2014, sheds light on the operationalisation of IHE at the institutional level.

(2) The HEA's (2014) framework of internationalising HE

In the rapidly changing context of IHE studies, the HEA – the leading national body for learning and teaching in the UK – has developed a strategic framework to inspire and assist the HE sector to improve students' learning outcomes at the institutional level of internationalisation (See Figure 2.2).



Figure 2.2. The HEA (2014) framework of internationalising HE

As it was designed for multiple audiences, including all students, all staff, and all the organisations engaged in the HE activities, my research adopts this framework as its guide when investigating the conceptualisation and operationalisation of IHE at the institutional and individual levels. This framework is distinct from other relevant frameworks (e.g., those of Knight and Qiang) in terms of its applicability to both ISs in the UK and all the other students who have global learning experiences. As the 2014 HEA claimed, this framework was designed with a vision to provide an equitable and high-quality learning environment for all students studying UK programmes, regardless of their geographical location. Therefore, it can be utilised as the basic reference point for evaluating ISs' perceptions of the operationalisation of internationalisation at both case universities.

This framework can be used to scrutinise the operationalisation of internationalisation at the institutional level, as it highlights useful operational implications that users can implement. For instance, it is structured according to the familiar sector-owned UK Professional Standards Framework (HEA, 2011), thus, it promotes not only various strands of activities and related values, but also the knowledge required to conduct them effectively.

A series of activities in this framework promote internationalising HE; these include: “fostering an inclusive ethos, promoting intercultural engagement, enabling a global learning experience, facilitating a global academic community and embedding social responsibility” (HEA, 2014). Among these activities, intercultural engagement is particularly relevant for this research, because intercultural engagement will not always occur when students from multicultural backgrounds are placed together (Ryan & Carroll, 2005).

Skilful guidance may be required to ensure genuine social cultural exchange occurs, as relationships between students from different cultural backgrounds may be superficial (Montgomery, 2009, p. 256). HEIs have fully acknowledged that university policy related to internationalisation has an important influence on students' intercultural engagement. One of the main focuses of this research is, therefore, to investigate the intercultural engagement and interactions of ISs both inside and outside the classroom. Although the HEA's (2014) framework has provided practical guidance for this investigation, there is a further need to obtain a micro view of IHE at the institutional level in order to explore the gap between university policy and the expected intercultural engagement and interactions that result from implementing internationalisation initiatives (Jackson & Huddart, 2010, p. 84).

The HEA's (2014) framework was updated in 2016 (HEA, 2016), after the research for this study had been conducted (See section 8.4). However, the 2014 version is still considered relevant and appropriate for this study, as it provides not only clear guidance to researchers who are investigating IHE, but also a detailed review of all stakeholders involved in internationalising HE and their underpinning values. It is suggested that organisations, including HE providers, agencies, professional and regulatory bodies, and employers play a fundamental role in the process of internationalising HE. According to the framework, during the process of contributing towards internationalising HE can lead organisations to an inclusive culture and diversity.

Another reason for adopting the HEA's 2014 framework was that it points out the core values of internationalising HE with respect to consideration for cultural, individual, and linguistic diversities, areas which match with the research focus of this study. It is always a problem for an IS to join a local community due to cultural or linguistic differences. Thus, while focused on investigating the process of intercultural engagement, respect for intercultural considerations was a prominent feature of this study.

Moreover, the operational implications of the 2014 framework stress the importance of individuals' personal learning histories and experiences. It also emphasises that individuals themselves should promote intercultural engagement and knowledge exchange. Institutional international strategies and ISs' experiences were, thus, identified as two of the presented study's research subjects according to the frameworks discussed above. The following section first sets out which aspects of institutional international strategies were investigated and the reasons behind them, while keeping the ISs' experience until the section 2.2.4 so that it can be used as a measurement tool to assess the quality of IHE at the institutional level.

2.2.3 IHE at the Institutional Level: A Growing Trend of Transformative Internationalisation

While many HEIs have an internationalisation strategy, there are limitations to the ways in which institutions approach internationalisation (Spencer-Oatey & Dauber, 2015). According to the research into IHE and the related literatures reviewed in the previous sections, it would appear that "curriculum issues" have received little emphasis, since the bulk of that literature looks at student mobility and offshore courses (Khan, Hassan, & Atkins, 2014). When considering IHE as a holistic process, institutions' internationalisation strategies should also "be innovative in curriculum development, student mechanisms and academic development

initiatives” (Robson, 2011, p. 626). The following sections underline the current research focuses of IHE institutional strategies, particularly in terms of the dimension of internationalisation of the curriculum (IoC), student support mechanisms, and the role of staff in IHE.

2.2.3.1 Internationalisation of curriculum (IoC)

IoC should be considered as “a critical component of any university’s internationalisation strategy” (Leask, 2013, p. 103). Generally speaking, an internationalising curriculum has long been considered a complex and multifaceted phenomenon. However, Leask (2015) has refined it to mean: “The incorporation of international, intercultural, and/or global dimension into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of study” (p. 149).

Leask’s (2009) discussion on IoC perceives of this concept as a broad one that involves both formal and informal curricula. Despite traditional studies of the formal curriculum focusing on the content of the curriculum as well as teaching and learning arrangements (Leask, 2009), this definition has brought us closer to the individual level of IHE by looking at what students experience through various aspects of the curriculum. However, there are not many institutions in which IoC has been successfully carried out as a core internationalisation strategy. Investigating ISS’ formal and informal university experiences in this study is, therefore, inspired by this conception, as it is closely related to the development of international and intercultural competences, both in discipline-specific or various extra-curricular activities that occur on campus and which provide the more general nature of the university environment through the support services of a programme of study (Leask, 2009).

The increased focus on IoC is the vehicle whereby universities prepare their graduates for life in a globalised world (Leask & Bridge, 2013). For instance, Clifford (2009) suggested that although the IoC process should initially focus on the detailed content of the curriculum, including curricula, pedagogies, and assessment, more emphasis should be put on fostering students’ understanding of global perspectives and how they interrelate with the local and the personal; intercultural capabilities, such as active engagement with other cultures.

It is, therefore, clear that current research in the IoC field has an agreed emphasis on the incorporation of an international and intercultural dimension into the teaching and learning process (Leask & Bridge, 2013). The operationalisation of IoC nowadays is inclusive of all

aspects of the learning/teaching situation and the student experience, i.e., the formal curriculum, the informal curriculum, and the hidden curriculum, as Barnett (2000) claimed. The following sections explore current strategies which focus on the IoC strategies that informed the research subject of this study, while leaving reviews of more empirical studies on the student's learning experience to later in this chapter.

2.2.3.2 International pedagogy

A number of universities and practitioners consider research in international pedagogy as an important part of IoC practice. Although the operationalisation of intercultural pedagogies is increasingly evidence-based, it still has significant implications on how jobs are undertaken by practitioners in universities around the world (de Vita, 2001; Caruana & Hanstock, 2005; Cortazzi & Jin, 2006). There is, however, a lack of attention in the literature to the application of IHE to the practice of student affairs (Roberts, 2014, p. 45).

Pedagogies, as an important aspect of curriculum design, provide different ways to offer a varied curriculum and they may vary according to, among other factors, discipline and participants. Excellent learning in partnership with students is one way of developing a flexible means whereby to deliver knowledge and respond to the varied needs of a diverse student body. In the context of IoC and IHE, an intercultural pedagogy is, therefore, required to offer a globally relevant and culturally rich experience to the increasing number of ISs and to encourage all students to participate in formal and informal curricular activities with an international perspective (Magne, 2014). As a consequence, in the discussions of key curriculum concepts, "boundary crossing" is called for to engage students from different nationalities and ethnic backgrounds and to produce graduates for the 21st century (Johns & Caruava, 2009, p. xv). However, it is strongly suggested that studies of IHE, especially in the designing of intercultural pedagogy, should also consider the diversity of disciplines and fields, so that the student voice can be interpreted from multiple perspectives (Johns & Caruava, 2009).

2.2.3.3 Student supports mechanisms

Despite intercultural pedagogy's emergence as a research focus of the IoC, another institutional strategy for transformative internationalisation was revealed in the form of a "student support mechanism".

It is first suggested that, while universities view ISs as a source of income, it is necessary to consider how to improve their educational and cultural experiences while they are studying in

the host country (Peterson et al., 1999, p. 69, as cited in Comrie, 2015). A student support mechanism, in this situation, is required to assist ISs to adjust to their student life in the host country, as well as the new educational system, mainly by providing ISs with appropriate information, services, and programmes (Carr, McKay, & Rugimbana, 1999; Lee & Wesche, 2000). For instance, Andrade's (2006) study, which took English-speaking countries as an example, proposed a number of established support services including "English-language courses, tutoring and supplemental courses that focus on specific academic content and skills" (p. 146).

Additionally, Magne (2014) suggested that HEIs provide students and staff with international opportunities through cross-cultural events on campuses, exchange programmes, and research and professional connections. Roberts (2014) also noted that the different contents of student affairs within different institutional and even national contexts need to be considered, as engaging HSs and ISs in a multicultural learning environment on campus requires tutors' awareness of the special needs of ISs whose "previous experience may not necessarily have prepared them well" (Scudamore, 2013). Moreover, the operational implications of the HEA's 2014 framework stress the importance of individuals' personal learning histories and experiences. It also emphasises that individuals themselves should promote intercultural engagement and knowledge exchange. However, it is believed that ISs need to examine the efficiency of these student support mechanisms in light of their experiences and reflections, so that the future operationalisation of IHE at the institutional level can learn from those experiences. As a result, ISs' academic and social learning experiences are crucial for this study's in-depth investigation of universities' IHE operationalisation. Bearing this objective in mind, the present research investigates teaching staff's performance and awareness of teaching practices.

The definition of university internationalisation applied within the present study broadly follows that of Knight (2004) and a further updated version that integrated the international, intercultural, and global dimensions (Knight, 2015). These assume that internationalisation comprises sets of activities, managerial inclinations, organisational and funding arrangements, and strategic decisions. For example, internationalisation activities at the institutional level include such elements as international franchising, exchange programmes, curriculum internationalisation, and the recruitment of foreign teaching staff. Managerial inclinations increase the possibility of boosting students' overall experience through

internationalisation and improving the quality of teaching. Organisational arrangements cover the development of systems which monitor and refine the internationalisation endeavours of an institution and the implementation of strategic internationalisation plans. Moreover, internationalising a university requires significant systematic change. Inevitably, it requires dedicated faculty, staff, students, administrators, and community members who aspire to be transformational leaders in the 21st century's global community (Coryell, Durodoye, Wright, Pate, & Nguyen, 2012).

IHE at the institutional level, particularly in terms of activities, can improve an institution's capabilities in relation to teaching (De Wit, 2002) and enable a university to benchmark its courses against international standards (Ayoubi & Massoud, 2007). However, it is claimed that, although universities are now recognising the value of IHE, only a small number have themselves successfully transformed into internationalised institutions (Nolan & Hunter, 2012). It is further suggested that the operationalisation of IHE at the institutional level remains unclear, as insufficient studies have looked at how international strategies occur in practice. This suggestion is seen as a critique of Knight's (2004) IHE framework, for it failed to provide specific guidance on how to review IHE practices and their impacts on student (individual) development. Therefore, the present study intends to establish a method which addresses this issue.

2.3.3.4 The role of staff in IHE

IoC also requires university staff, especially academic staff, to perform in a different way in a multicultural learning environment. For Leask (2011), academic staff teaching with an intercultural perspective are the foundation of IoC, since they are responsible for systemically integrating the curriculum with the development of international and intercultural perspectives. In this environment, some, therefore, argue that "the crucial factor determining the possibilities for intercultural dialogue within the student learning experience is academics' attitudes towards, and the ways in which they understand, internationalisation" (Caruana, 2010, p. 30).

Given that IHE is a comprehensive process in which IoC is intimately involved, Leask and Beelen (2010) suggest that one objective of the IoC is to increase the engagement of faculty members in the conceptualisation and operationalisation of IHE, because faculty members are key to IoC and student learning (Brewer & Leask, 2012, p. 249). To be more specific, previous literatures (such as Knight, 2004) emphasise the link between the development of IC

and the IoC. However, more recent literature has revealed little evidence that the teaching staff's own IC and attitudes translate into their classroom practice in a variety of countries (Schuerholz-Lehr, 2007).

In the current discussion on how to improve universities' IHE performance, an increasing number of studies are investigating university staff's perspectives and understandings of those. The daily activities in universities are greatly affected by university staff's work, both academic and nonacademic, which differentiate successful from unsuccessful IHE actions and policies (Llurda, Cots, & Armengol, 2014, p. 377).

First, the role of teaching staff in IHE has long been emphasised within the classroom context. However, a recent study that refined the concept of IHE suggested that lecturers in an internationalised HEI are not limited to teaching internationally or interculturally diverse groups of students. Consequently, in order to devise a successful holistic IHE policy, teaching staff need to be trained, especially in "weak" competence areas, as new and additional competences are required to work in a multicultural environment (Werf, 2012).

Sawir (2013) noted that in the IHE context, staff development is necessary to enhance staff's global competence and intercultural communication so that they can better educate students for an increasingly diverse society and economy. However, academic staff already play both constant and changing roles in the IHE process (Leask & Beelen, 2010). Staff internationalisation is, therefore, a dynamic concept and a key issue in European and Australian HE (Leask & Beelen, 2010). Recent studies have suggested that it is not surprising that academic staff find it very difficult to engage in the development and delivery of international education (Leask & Beelen, 2010, p. 4). While many staff have insufficient skills to add a meaningful international dimension to their courses, those who wish to improve their skills may not find the next step easy.

As a result, it is noticeable in current IoC and IHE studies that a growing emphasis is put on "faculty development", despite the initial research focus on employing international faculty as a strategy of IoC. Additionally, the central curricular role of academic staff in IHE has stimulated this research project to explore the difficulties of involving staff in the IoC practices and the complexity of the internationalisation process at the institutional level (Childress, 2010; Egron-Polak & Hudson, 2010; Knight, 2006; Leask & Beelen 2010; Stohl, 2007).

The existing research (e.g., Childress, 2010; Egron-Polak & Hudson, 2010; Knight, 2006; Leask & Beelen, 2010; Stohl, 2007) has frequently commented on the complexity of the internationalisation process and the difficulties involved in engaging academic staff in it. However, the academic staff's perspectives on IHE are often ignored by international educators. In terms of the staff's role in the operationalisation of IHE, studies of IoC tend to focus on cross-cultural teaching and learning (Ryan, 2013). Beelen (2007), however, argues that it is critical to the success of international education to engage academic staff and new and effective ways to do so purposefully urgently need to be found.

Whitfield, Klug, and Whitney (2007) reported that preservice teachers have positive attitudes to cultural differences and culturally relevant teaching techniques but lack confidence in their knowledge of these differences and confidence in their abilities to address students' individual needs (Cushner & Mahon, 2009, p. 314). In teaching practices, one of the most comprehensive contributions to the topic is Teekens' (2003) profile of "the ideal lecturer" for the international classroom, which defines nine clusters of qualifications among which knowledge, skills, and attitudes are relevant for lecturers who work in an internationalised teaching environment.

In addition to the academic staff, the administrative staff's role and voice needs to be considered carefully (Llurda et al., 2014), as they also play a key role in the implementation of specific institutional policies related to IHE. However, studies have seldom investigated their role (Volkwein & Zhou, 2003; Allen-Collinson & Hockey, 2009) or their involvement in internationalisation practices. In the measurement of the quality of IHE, however, administrative staff are also one indicator. As Brandenburg and Federkeil (2007) claimed, "the more HEIs see internationality in a holistic context, the greater the role the university administration plays" (pp. 17-18). As a result, this research also intends to explore the efforts of nonacademic staff in IHE from the perspective and experiences of ISs. That analysis potentially represents one of this work's empirical contributions.

2.2.4 The Quality of Internationalisation at the Institutional Level

Over the past two decades, "internationalisation" has been one of the terms which has shaped HE (Knight, 2013). However, more recent literature has acknowledged that, while internationalisation has become an indicator of the quality of HE, the quality of IHE needs to be addressed (De Wit, 2010). For instance, examining the various approaches to IHE evaluation at the institutional level in detail has been neglected. The purpose of this study is

to investigate the conceptualisation and operationalisation of IHE at both the institutional and individual levels. It is, therefore, necessary to review the current approaches to IHE evaluation at the institutional level in more detail. This section first reviews Knight's (2001) internationalisation tracking measure chart that monitors the quality and progress of internationalisation (2.2.4.1). Section 2.2.4.2 also looks at the students' experience in IHE and the students' IC development as an expected outcome of IHE and reviews these as another way to investigate the quality of IHE.

2.2.4.1 Knight's Internationalisation Tracking Measure Chart

Growing interest in measuring the quality of internationalisation has inspired the development of policies, programmes, and infrastructures at both institutional and governmental levels. It is critical to ensure that the expansion and investment in internationalisation are done in the right way, since these are both needed and welcome (Knight, 2013). Knight (1994) proposed a preliminary measure to assess the progress of internationalisation and the quality of different elements and strategies of it which fit into the review phase of the internationalisation cycle (Figure 2.3)

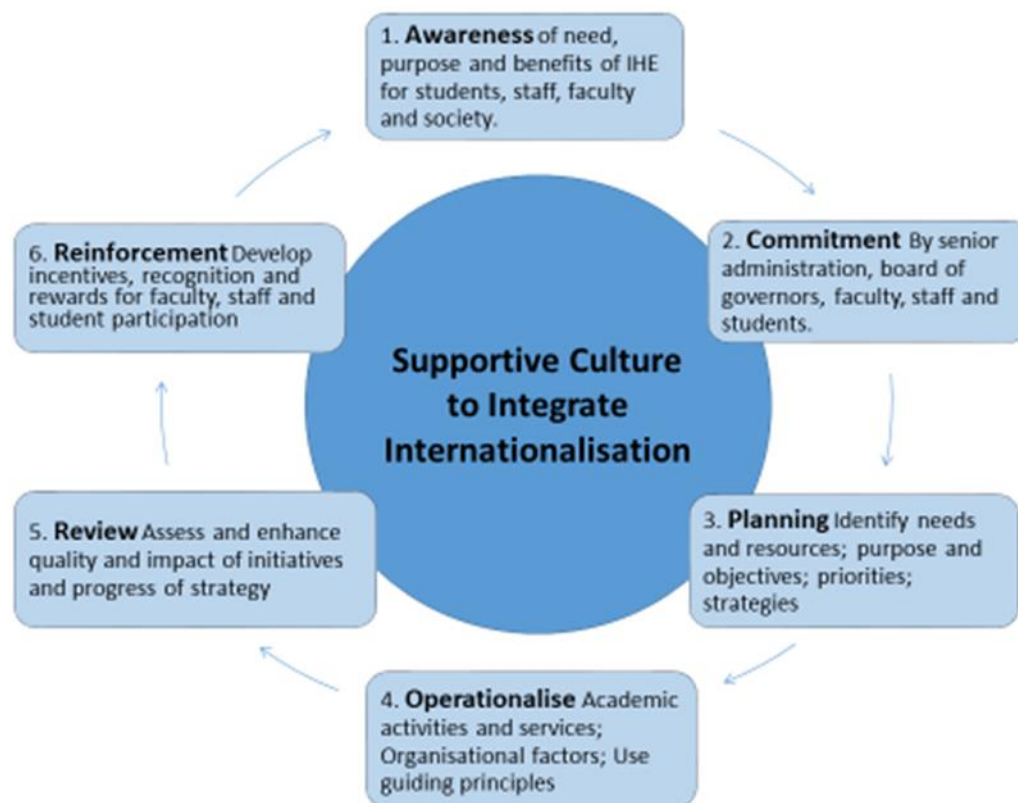


Figure 2.3. The internationalisation circle

Adapted from Knight, 1994, p. 12

Translating the commitment to internationalisation into practical strategies which integrate international dimensions into university systems and values remains a daunting challenge; however, Knight's (1994) internationalisation cycle created a way to look at these interconnected and flexible steps from a holistic perspective. Awareness is now being embedded in universities' adoption of a global outlook as a necessary attribute of graduates (Jones & Killick, 2013). Such awareness provides a standard whereby to interlink inclusivity and global relevance and connects equality and diversity with internationalisation to form a cohesive construct for graduate development. However, specific measurements and standards required to monitor and review international strategies and the operation of IHE are still lacking. According to Knight (2001), previously reviewed tracking measures fit into the "review" stage of this circle and provide an indication of its further reinforcement.

The tracking measure chart is proposed to help in the evaluation of the progress and quality of the process rather than performance indicators. If internationalisation is seen as a process, these tracking measures are meant to help in the evaluation of the progress and quality of the process. They are not intended to assess the results or impact of internationalisation. The "assessment" on IHE operationalisation should be based on an "outcome" rationale.

The evaluation process of IHE quality needs to be expanded in many respects. For example, universities facing "a diversifying worldwide student population" need to provide students with meaningful opportunities and different ways to learn different forms of knowledge (Altbach, Reisberg, & Rumbley, 2009, p. 101). As the university student population has significantly grown in size and complexity over the last decade, the HE landscape has changed accordingly (Altbach et al., p. 107). While many HEIs have an internationalisation strategy, there are limitations on the ways in which institutions approach internationalisation (Spencer-Oatey & Dauber, 2015). Although Knight's (2001) tracking measures chart is an inspiration for tracking ISS' development as an IHE evaluation technique, it does not look specifically at students' IHE outcomes. One expected outcome of studying abroad is that graduates of internationalised programmes should be better prepared for employment and their long-term career outlook should improve. As the employability of IHE graduates is considered to impact the speed or the level of internationalisation (Bennett & Kane, 2011), HEIs must prepare students to successfully participate in an increasingly interdependent world so that they can keep pace with an ever-changing social, political, and economic climate (De Vita, 2007; Francis, 1993).

ISs are one of the main stakeholders of IHE; it is, therefore, reasonable to adopt their experience and personal development as one of the assessment filters through which to investigate the quality of an institution's IHE operationalisation practice. The following section reviews studies that investigate ISs' experience as an indicator to reflect the IHE practice at the institutional level.

2.2.4.2 ISs' experience as a stakeholder of IHE.

Based on recent studies regarding the quality of IHE, internationalisation is now recognised as a process that requires commitment and engagement at the individual level. Over the past decade, a growing body of literature has sought to address strategies that ensure the quality of internationalisation in practice. This section reviews a number of approaches to transformative internationalisation which require that HEIs do not merely focus on the growing number of ISs, but also, more importantly, seek to become internationally-minded communities (MacKinnon & Manathunga, 2003; Volet, 1999) by "incorporate[ing] innovative approaches to curriculum development, student support mechanisms and academic development initiatives" (Robson, 2011, p. 626).

Increasingly, the "international classroom" is considered key to the process of the internationalisation of HEIs (Leask, 2007). The success of international strategies, however, is not achieved through the mere presence of ISs. On the contrary, a significant culture change is demanded; this does not merely reassess the relationship between institution and students, but goes qualitatively further by reassessing ISs' perceptions of being fully integrated partners and active agents in the intercultural learning process "at the heart of the university as a source of cultural capital and diversity" (Johns & Brown, 2007, p. 2).

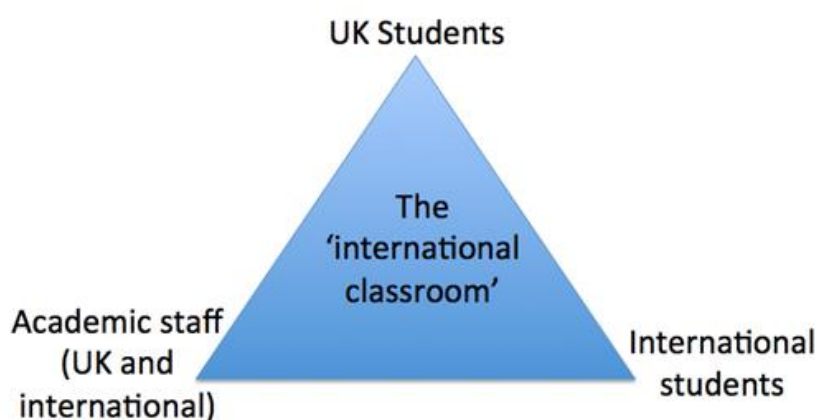


Figure 2.3. *The intercultural dynamics of the international classroom (Leask, 2007, p. 91)*

International classrooms vary greatly in their constitution (Leask, 2007), but are basically composed of three interacting agents: HSs, ISs, and academic staff (see Figure 2.3). As one of the only structural spaces in which ISs and HSs are formally brought together, there is great hope that the “international classroom” will serve as a space for intercultural learning. Although the diversity of students in international classrooms offers an available tool, technique, and resource to help pursue effective learning and teaching within an international curriculum (Jones & Killick, 2013), it is, nonetheless, one which is greatly underutilised.

Knowledge	of other cultures and appreciation of cultural diversity; gain intercultural perspectives on the field of study;
Ability	to work effectively in setting of social and cultural diversity; to think globally and consider issues from a variety of perspectives to communicate across cultures; engage positively with cultural others in both their professional and private lives; be responsive to international communities;
Awareness	of their own culture and its perspectives and how and why those are similar to and different from other cultures and their perspectives

Table 2.3 The Expected Learning Outcomes of Students in the International Classroom

Adapted from Leask, 2007, p. 91

The international classroom is a cross-cultural learning environment which is expected to facilitate a certain number of outcomes for students (Osmond & Roed, 2010) (See Table 2.3). However, intercultural learning seldom takes place automatically with multicultural groups of students (Carroll & Ryan, 2005). Relationships between HSs and ISs may be “superficial”, necessitating skilful coordination to ensure genuine intellectual and social exchange across cultures (Montgomery, 2009, p. 256).

According to Coverdale-Jones (2015), considerable research has been conducted on the experience of ISs in HE in the Anglophone world (e.g., Leask, 2009; Jackson, 2010); however, fewer studies have investigated the experiences of the increasing number of ISs who study abroad in Asian countries such as Japan and China (Verbik & Lasanowski, 2007). In addition, there is a tendency to view internationalisation in terms of numbers, as statistics

on ISM are readily accessible from various sources and reports (as seen in UNESO and UKCISA). As a result, ISs cannot be ignored when the development of IHE is explored.

As Johns (2009) pointed out, it is still difficult to ascertain what works for students and what does not. Even though research on internationalisation has been conducted with students in the past, it is necessary to “acknowledge and learn from students’ perceptions of internationalisation and what it means for their learning experience” (Johns & Caruava, 2009, p. xv). As understanding how experiences of internationalisation can be enhanced for future ISs is a primary aim of this research, the following sections review the literature on ISs as specific stakeholders in IHE, particularly the expectations they have and the challenges they face when studying abroad.

The quality of IHE is closely related to students’ personal development over time. For instance, over the past decade, the American Council on Education has sponsored a series of activities and projects to help institutions work toward “comprehensive internationalisation”, to infuse an international or intercultural dimension into the teaching, learning, research, and service functions of HE. This project has been considered a highly visible, strategic approach that seeks to affect all aspects of an institution (Olsen, Green, & Hill, 2006, p. iii). In fact, one of the main educational aims of internationalisation is to encourage students to “understand, appreciate and articulate the reality of interdependence among nations (environmental, economic, cultural and social)” and to improve students’ competences that enable them to survive in an intercultural context (Knight & De Wit, 1995, p. 13). Section 2.3 of this thesis presents detailed literature reviews in the field of IC, and provides an insight into how ISs’ IC development rests in the IHE context and is adopted as an emerging assessment tool of IHE operationalisations.

2.2.5 IHE in Two National Contexts

Internationalisation needs to be “integrated into the core functions of institutions” due to its “broad-ranging impact on the development of the nation, institutions, and individuals” (Leask & Bridge, 2013, p. 79). In centralising the holistic process and multilevel nature of IHE, this statement echoes Knight’s revised definition of IHE cited above. Echoing the national level of internationalisation in Knight’s definition, Qiang (2003) also identified one of the key elements involved in the terminology of IHE as the national and cultural identity between or among nations. As Rumbley, Altbach, and Reisberg (2012) claimed, concerns around internationalisation have become a core concern in the HE sector, as they touch directly on

questions of “social and cultural relevance, the institutional quality and prestige, national competitiveness, and innovation potential” (p. 3).

It is, therefore, not surprising that IHE has been widely acknowledged as one of the ways for a country to respond to the demands of a globalising economy and, at the same time, to the individuality of the nation (Qiang, 2003, p. 249). Therefore, in any studies of approaches to IHE, the country context - its “unique history, indigenous culture(s), resources, priorities, etc. need to be considered carefully” (Qiang, 2003, p. 249). Inspired by these studies that point to the “national level” of IHE, this PhD project is designed to investigate how IHE is conceptualised and operationalised differently in two national contexts: China and the UK.

As indicated in section 2.2.2.1, the rationales and driving factors behind IHE in different regional/national contexts may differ. For instance, Frolich and Vega’s (2005) comparative study of internationalisation strategies in Europe viewed IHE as a complex, multidimensional process (pp.169-170) and suggested that internationalisation activities developed at an institutional level should be viewed in a specific national and international context drawing on insights into culture and history preferred academic disciplines and subjects (p. 170). In addition, the HEI’s profile and individual initiatives, national policies, and funding should be taken into consideration (De Wit, 2010, p. 5).

So far, IHE issues have been considered; the current section now reviews studies of IHE in the UK and Chinese contexts. The literatures reviewed already focused on IHE studies in the British and European context; however, that of China remains unclear. As a consequence, 2.2.5. details IHE research in China, including its unique historical and political IHE factors. Section of 2.2.5.2, which looks at IHE in the British context, focuses more on recent study trends in the British context, rather than on a detailed review.

2.2.5.1 IHE in China

Internationalisation is an emerging topic in Chinese literature. This section reviews previous studies and the current development of IHE in the Chinese context and highlights the Chinese government’s role in the process.

Over the past two decades, China has become one of the top ‘sending countries’ in international education. The number of Chinese students studying in foreign countries reached 523,700 in 2015, some 63,900 (13.9%) more than in 2014. According to the latest statistics released by the Chinese Ministry of Education (March, 2016), between 1978 (the

year China's 'opening up' reforms began) and 2015 a total of 4,042,100 Chinese students studied abroad. Of those, 1,264,300 are currently studying abroad (MOE, 2016).

Since the development of the Chinese economy and its integration into the global economic system, the number of foreign students enrolled in various colleges and universities in China has also started to increase rapidly. The number of cooperation projects with foreign institutions has also increased and the original foreign affairs departments in colleges and universities have evolved into international communication and cooperation departments (Xu, 2013, p. 51).

However, the international impact and attraction of an international education in China remains limited to neighbouring countries (See Table 2.4).

Continent	Total student numbers	Account for percentage	Compared to last year (increase/decrease)	Percentage of the increase/decrease
Asia	225,490	59.80%	5,682	2.58%
Europe	67,475	17.90%	5,933	9.64%
Africa	41,677	11.05%	8,318	24.93%
America	36,140	9.58%	-907	-2.45%
Oceania	6,272	1.33%	1529	32.24%

Table 2.4 The Home Countries of ISs Studying in China

Source: Ministry of Education of the People's Republic of China, 2015

As IHE in China is currently in an obvious state of transition (See, for example, Hayhoe, Marginson, Cai & Jiang, 2014; Liu & Metcalfe, 2016; Xu, 2013; Yang, 2010), international strategies are also changing. Li (2005) claimed that Chinese IHE and IS recruitment are transiting from the third world countries' political needs (sponsoring) to the first and second world countries' economic and scientific and educational background (self-funded), and the task is to promote this process by relying on the development of teaching and research quality (Yang & Welch, 2012).

The policies and practices of IHE in the global context often assume the importance of English in the production, circulation, and dissemination of academic knowledge. Most academic programmes in international education are taught in English. In Asia, including

China, HE systems have promoted the development of English-medium programmes and partnerships with overseas universities, almost invariably with English as the medium of instruction.

These internationalisation strategies of Chinese HEIs are revealed to be closely related to the national context (Xu, 2013). The core document of Chinese IHE development – the Outline of the National Medium and Long-Term Program for Education Reform and Development (2010–2020) in China – proposed that the objective of IHE development in China up to 2020 is to: brand “studying in China” by optimising the discipline layout and the origin of ISs in China, enhance the development of iconic/extraordinary disciplines, and focus on curriculum construction for IS education, so that it can be switched from elite/margins to socialisation with a professional service system. This document provided an underlying rationale/direction for the future development of this study’s case university (SUCN).

a. IHE taken as national strategy in China

HE, as an integral part of China’s nation-building project, is a critical element in China’s strategic policy initiative of building national strength through science and education (Yang & Welch, 2011). The first time that internationalisation appeared in an official document on national education strategy was in the Outline of the National Medium and Long-Term Program for Education Reform and Development (2010–2020) in China, published in 2010.

English is a medium of instruction and internationalisation in HE in China. The policy to adopt English as the dominant (foreign) language across the educational system in many countries across Asia is a response to the increasing globalisation of English (Phan, 2013, p. 162). Many Asian countries, including China, therefore, consider “learning English as a national mission”, and has been specified in their national strategies and educational reforms (Low & Azirah Hashim., 2012; Tsui & Tollefson, 2007, p. 4).

The national agenda of IHE in China has long highlighted and focused on “English education” and started to cultivate students’ IC through foreign language teaching practice. As Phan (2013) suggested, the nation-state and nationalist discourse play an important role in constructing and reconstructing China’s national cultural identity through its language policy and internationalisation agendas. It is, therefore, necessary to further investigate and engage with the significant role the Chinese state plays in relation to the internationalisation of HE and the dominance of English, in order to understand how internationalisation is occurring within national borders and in close relationship with China’s identification with English.

b. Current issues in IHE studies

Research into IHE in the field of HE did not start in Mainland China until the 1990s.

According to a statistical report on Chinese research papers published between 1990 and 2004, only 86 research papers in China's core journals explored issues of IHE (Xu, 2006). As seen in Table 2.5, the research focus was varied in that era; it spanned topics such as history and tendency, experience of developing countries, internationalisation in China and associated strategies, the WTO, and globalisation, among others.

Research focuses - Years	Meanings and contents	History process and tendency	Political, economic, and cultural driving factors	Teaching and administrating ISs	Experiences from developed countries	WTO and Internationalisation	National culture	China's internationalisation and strategies	Overviews	Others
1994		1			1					
1995				1	1					
1996		2					1			
1997					4					
1998	1				1			1		2
1999		1	2		1			2		
2000			1	1	1	1		2	1	
2001	1	2	2		4		1		1	1
2002	1		1	2	1	2	2	1		3
2003		2				4	1	6		1
2004	1			3	2	1		4	2	4
All	4	9	6	7	16	8	5	16	4	11

Table 2.5 Research Focuses of IHE in China since 1990s

Source: J. N. Xu, 2006, A brief review on China's research into IHE from the 1990s.

**The categories of "others" includes "IHE and online information", "constructing campus culture", "talent training", "innovative education", "foreign language education and teaching material", "quality of teaching and degree", and "negative effects of internationalisation".*

Between 1994 and 2000, IHE studies in China focused mainly on 1) the tendency and development of internationalisation; 2) the political and economic factors of internationalisation; 3) introducing experiences of IHE in "western/developed" countries; and, 4) stating the standpoint of China's HE and strategies.

With the rapid development of economic globalisation and China's membership of the WTO, domestic researchers in China have switched their research focus to the content and meaning of IHE. Wang (2000) pointed out that the most distinguished tendency of IHE is to enhance the cooperation and exchanges between different countries and regions. As he suggested, the ERASMUS project, which started in Europe in 1987, has greatly fulfilled the IHE process as, by 1999, it had already allowed 200,000 university students and 1,150,000 university staff to

participate in it. Furthermore, within 13 years over 2500 international cooperative projects which involved more than 1,500 HEIs were carried out. It is widely acknowledged that one of IHE's core elements is the cooperation between universities and fatherly, to set up joint university (MOE, 1998).

Wang's (2010) study explored and explained the situation facing Chinese universities in the context of internationalisation. There the Chinese government's control on HE is mapped as a complex centralised decentralisation of HE. That study's respondents detailed the controlling mechanisms the government and CCP exercise on HE

While universities across the world are promoting internationalisation, China has been extraordinarily active in recent years and has successfully developed a national strategy to align with the rapid development of the Chinese economy (Huang, 2006). One IHE aspect of operationalisation at the national level in China is to develop a globally recognised international HE system. China has ambitiously selected its best universities for intensive investment, aiming to make them top global universities in the coming decades through national programmes such as 211 and 985 (Yang & Welch, 2011, p. 645). This policy has stimulated the best universities in China to follow the lead of their European and American peers in terms of curricula, financial practice, and new governance structures (Yang & Welch, 2011). According to Liu's (2011) case study at a university in Shanghai, IHE has taken a narrow and pragmatic approach at China's national policy level. Internationalisation is treated as a means to achieve national goals in technology innovation and creativity and economic competitiveness through building world-class universities.

In the Chinese context, internationalising universities' current strategies includes overseas recruiting and strengthening the academic environment, reforming curricula, strengthening teaching quality, emphasising research, and intensifying academic exchanges. As a result, research such as this PhD project which examines the local conceptions, interpretations, and implementations of internationalisation in IHE in China is required to provide a more complex and nuanced understanding of internationalisation in the globalising educational context.

Additionally, with more ISs coming to study in China, the government and universities have committed to improving education quality and educational services for their ISs (Gide, Wu, & Wang, 2010). A growing number of studies have explored the conceptualisation and operationalisation of IHE in China over the past 5 years (e.g., Ma & Yue, 2015) in order to

understand students' perceptions of the institutional approaches to internationalisation. Their efforts suggest a trend towards investigation of the students' voice and their experiences in China's IHE operationalisation, something which this research investigates.

2.2.5.2 IHE in the UK

HEIs are changing rapidly to "become international" as a response to increased globalising political and economic imperatives (Robson, 2016). UK universities are no exception to this trend. In fact, internationalisation as a term now has common currency within the British HE sector (Peacock & Harrison, 2009, p. 487). In contrast to what was seen in the brief review of the literature on Chinese IHE and IS education, internationalisation is a key element of the UK HE sector (Humfrey, 2011, p. 649).

The global social and economic landscape is being transformed by the increasing mobility of peoples across borders (Deardorff, 2014, p. 39). HE has also been dramatically transformed by cross-border flows of people; currently there are over four million globally mobile tertiary education students, a number which is expected to increase. When reviewing past studies of IHE, the British Council claimed that international students mobility (ISM) is the major form of internationalisation for most countries. For most countries, ISM remains the major and most visible manifestation of internationalisation, whether that is in terms of international student recruitment, scholarships, or exchange programmes.

While acknowledging the increasing numbers of international students, UK higher education is trying to adapt to and survive in this increasingly competitive global market. (Hyland, Trahar, Anderson, & Dickens, 2008, p. 29). Prior literature tends to theorise the internationalisation of higher education at the organisational level, while ignoring the increasing numbers of international students. Interactions between international students and academics are rarely investigated in depth (Brunner, 2006), especially in the UK.

A number of studies have addressed the rationale for the internationalisation of HE in the UK, revealing a shifting focus from economic imperatives to policies which consider IHE as a multifaceted palette of opportunities (Wihlborg & Robson, 2018). Responding to the rapidly changing dynamics of global HE, a growing emphasis on the role of HE has been put on developing global citizens who possess global employability and global responsibility competences (Fielden, 2007). Such trends find expression in the internationalisation strategies of UK universities, as documented by Middlehurst and Woodfield (2007) and Caruana and Spurling (2007) and as explored further by Jones and Brown (2007).

These strategies place an increasingly high premium on intercultural learning, an appreciation of cultural diversity, the development of cross-cultural communication skills, and the fostering of a global perspective across all subject areas. Meanwhile, the second of the UK ‘Prime Minister’s Initiatives’ in 2006 supported these trends at the national level with resources allocated to improving ISs’ experiences (Harrison & Peacock, 2009).

It is, thus, no surprise that increasing numbers of studies have been conducted to explore the experience and perceptions of IHE in the UK (e.g., Trahar & Hyland, 2011). However, we are even less often to learn the cultural and complex influences on teaching and learning approaches from the experiences of students and academics with different cultural backgrounds (Trahar, 2007, 2006; Sanderson, 2007). The demands of both individuals and HEIs could be addressed if HEIs could work with individuals (e.g., staff and students), and listen to feedback and respond accordingly. The learning outcome of all students will be enhanced as a result (Hyland et al., 2008, p. 29).

Considering IHE at the level of the national and the institutional sectors, it is suggested that IHE has led to an increasing interest in not only pedagogy, cross-cultural awareness, and student experience, but also in the fundamental relationship between the UK university sector and the government. According to the government-commissioned Bone report of 2008, “Universities should focus their international efforts on a long-term programme of internationalisation and avoid the temptation of short-term mass recruitment to traditional study in the UK” (Bone, 2008).

Over the past three decades, the international dimension of HE in Europe has become more focused on the agenda of European and national governments (de Wit, 2011, p. 1). Regarding the institutional level of IHE, many universities have reconsidered their roles and approaches on the basis of the globalised learning context. Marketing more effectively worldwide, promoting ideas such as graduates as global citizens, and focusing on globalisation-associated challenges are some of the institutions’ responses.

UK examples of “student-centred” approaches tend to be found among post-1992 higher education institutions such as Leeds Metropolitan, Oxford Brookes, Kingston, and Bournemouth (Bourn, MacKenzie, & Shiel, 2006; Shiel & McKenzie, 2008). There is also evidence of increasing engagement with internationalisation in terms of curriculum content and the needs of HSs within older universities, such as University College London (UCL), Leicester, and Manchester (Bourn, 2009). The IoC, for example, as Clifford and Joseph

(2005) noted, has included the development of global perspectives and cross-cultural capabilities that will enable graduates to perform professionally and socially in a multicultural environment. Rizvi and Walsh (1998) argued that IoC is more than simply a process of learning about other cultures or a response to emergent global conditions. It aims to recognise and value both cultural differences and diversity in order to respond to the differentiating and homogenising forces of globalisation that are reshaping people's identities and their social imagination.

For most universities in the UK, the emergence of the term "global citizenship" has been linked to a combination of student interest in wider world affairs, exemplified by engagement in campaigns such as Make Poverty History, the increasingly complex cultural nature of the student body, and the recognition of the need to promote a more values-based approach to the ethos and life of the institution (Bourn, 2009).

A team of UK academics and members of NGOs who support the development of education principles and practices (Bourn, Mackenzie & Shiel, 2006) view global perspectives as:

- Understanding our situation in a wider context
- Making connections between local and global events
- Developing skills and knowledge to interpret events affecting our lives
- Learning from experiences elsewhere in the world and,
- Identifying common interests and exploring wider horizons.

Several universities around the world provide evidence that they devise strategies that, with their roots in internationalisation discourse, incorporate an approach that makes direct reference to globalisation, sustainable development and differing perspectives and approaches (Mallea, 2008; Pesch & Kemp, 2008; Stearns, 2009). Within the UK, the work of the Development Education Association has been pivotal through its promotion of the concept of global perspectives (Bourn, Mackenzie, & Shiel, 2006; Shiel & McKenzie, 2008) and its organisation of strategic conferences and events (Bourn & Shiel, 2009).

In addition, ISs now comprise significant proportions of UK university student populations and in some contexts can comprise the majority. The British Government has in recent years invested millions of pounds through the Prime Minister's Initiatives on international education (PMI 1 and 2) and these have been successful in increasing IS enrolment and in raising the profile of international education.

2.3 Literature Reviews of IC

Intercultural competence is recognised as “an emerging focus in international higher education” (Deardorff & Jones, 2012, p. 283). As a review of the recent studies in IHE (e.g., Campbell, 2012; Jones & Leask, 2010; Reid & Spencer-Oatey, 2013) makes clear, IC development is now becoming a key research area in the UK, China, and other countries and regions. These studies, regardless of their specific focus or research design, share a common belief that IC development, especially as a graduate attribute, requires significant efforts from universities. However, several studies have revealed that universities often fail to maximise the opportunities offered by large numbers of ISs on their campus (e.g., Harrison & Peacock, 2009; Leask, 2009; Montgomery, 2009, as cited in Deardorff & Jones, 2012, p. 283).

This section first presents an overview of IC concepts and frameworks (2.3.2). and then discusses why ISs’ experience of IC development – especially the five elements of Deardorff’s (2006) IC – can be adopted as an indicator of the operationalisation of IHE at the institutional level. At the end of this chapter, the theoretical framework of this research project is presented again, in order to clarify the reasons why IC development is adopted as a research focus and, moreover, why Deardorff’s (2006) IC model is selected as the most appropriate conceptual framework for the study.

2.3.1 Notions of Culture

Before reviewing IC, there is a need to briefly discuss the notion of culture, as educators and sociologists widely acknowledge the immense difficulties in defining the term. From a constructive view, it seems useful to differentiate the so-called ‘big-C’ culture from the ‘small-c’ culture (Holliday, 2016). The big-C, according to Chlopek (2008), is comparatively easy to learn, since it comprises factual knowledge about the arts, for example, literature, music, dance, painting, sculpture, theatre, and film (p. 11). Small-c culture, on the other hand constitutes a wide range of elements which a group of people largely share, for example attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, conventions, patterns of interaction and discourse organisation, the use of time in communication, and the use of physical space and body language, many of which are interconnected.

On the basis of Hannerz’s (1992) theory of cultural flow in a global perspective, most researchers recognise culture as dynamic and having local complexity (Risager, 2006). To be more specific, holding the opinion that cultural processes take place in the interaction

between individuals, Hannerz (1992) argued that “people who live in a society that is primitive in the socio-economic sense may very well have a cultural world of ideas that is extremely complex”, since the individuals’ personality and cognition increase in complexity through time (p. 65). Considering all these points, culture can further be conceptualised from a globalised perspective: cultural processes can be different forms of meaning-assignment that relate to the global arena. They are encouraged to regard culture as situated in time and space and variable across time, region, classes, and generations (Crawford & McLaren, 2003).

2.3.2 An Overview of IC, Theoretical Models, and Studies

As with culture, intercultural competence is also a complex and much-debated concept. Yet as the aim here is to draw on IC in the operationalisation of IHE, defining and understanding IC is essential. Without a clear definition, the measurement of IC and its associated competencies would be difficult.

During the past 30 years, the term IC has been widely studied in disciplines such as management, business studies, health care, counselling, social work, education, and psychology (Barrett, 2013). Conceptualisations of IC highlight its diversity in these different contexts and disciplines. Based on the prior discussion on the notion of culture, intercultural competence is, thus, understood as: “The appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioural orientations to the world” (Spitzberg & Changnon, 2009, p. 7).

Although developing intercultural competence, intercultural effectiveness, and intercultural adaptation among government, educational, and business representatives was required, there was no widely accepted model for the training and assessment of intercultural competence.

With the global recognition of IC, however, a number of frameworks and models which define and investigate the dimension and development of one’s IC have been proposed. For instance, Bennett (1986,1993) posited a framework for conceptualising dimensions of intercultural competence in his developmental model of intercultural sensitivity (DMIS). The DMIS was created to look at how people answer differences in culture and how these answers evolve over time. Six stages are categorised in this model among which there are three ethnocentric stages and three ethnorelative stages (Figure 2.4). Together, these six stages “comprise a continuum from least culturally competent to most culturally competent,

and they illustrate a dynamic way of modelling the development of intercultural competence” (Tennekoon, 2015, p. 7).

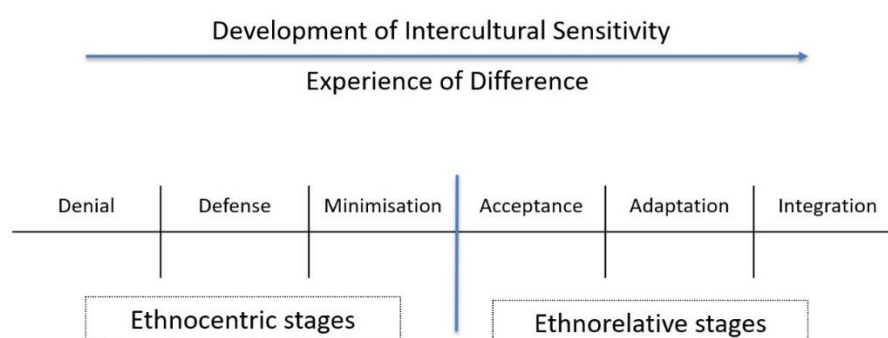


Figure 2.4 Bennett's DMIS (1993)

The first three stages in the model are more ethnocentric since it represents one's own culture as central to reality. A particular worldview structure is indicated by a related orientation of the DMIS with particular types of cognition, affect, and behaviour.

One has to be aware that the DMIS is not a description of cognition, affect, or behaviour, but a model which tracks the movement of the underlying worldview from ethnocentric to more ethnorelative stages. This process will, thus, generate greater intercultural sensitivity and create possibilities to improve intercultural competence. The changes in the underlying worldview are shown as changes in knowledge, attitudes, or skills.

Indeed, studies relating to IC have been conducted in various fields and have defined the concept differently according to differing ontological and epistemological standpoints. For instance, in the field of international and intercultural education, attention has long been paid to foreign language education. The most influential model of IC development is a communicative-focused model (namely, the ICC model), which Byram and his contemporaries developed (Byram, 1997, 2003; Byram, Nichols & Stevens, 2001) within the specific context of foreign language education. However, this model has been criticised for allegedly regarding culture as more homogeneous than it truly is, especially in national terms (Kramsch, 2013). In addition, Belz (2007) also indicated that the only identity in Byram's model was the nation, which was clearly insufficient for interaction in a foreign language. Byram (2009) rejected this criticism of taking a national culture and identity as the basis for teaching IC by claiming that the exclusive focus on one national identity is needed for simplification, particularly during the early stages when the learner is learning a language.

Furthermore, he considered this model as a combination of both specific and generic elements of interaction in a foreign language.

In addition, King and Magolda (2005) proposed a three-dimensional developmental trajectory of intercultural maturity (See Table 2.6). They suggest that at the mature level of development, one should have attained skill in the following three domains:

Cognitive domain	be able to consciously shift perspectives and behaviours into an alternative cultural worldview and to use multiple cultural frames
Intrapersonal domain	be capable to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
Interpersonal domain	be capable to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others

Table 2.6 Three-dimensional Developmental Trajectory of Intercultural Maturity

Generated from King & Magolda, 2005, p. 576

The two models presented above are representative of the consensus that IC concerns an individual's ability to function effectively across cultures (Whaley & Davis, 2007). For example, Hammer, Bennett, and Wiseman (2003, p. 422) defined IC as "the ability to think and act in interculturally appropriate ways". Also, Johnson, Lenartowicz, and Apud (2006, p. 530) defined cross cultural competence as "an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad". Similarly, UNESCO is committed to ensuring IC is studied, taught, and promoted at both a theoretical level and as a set of skills and abilities which prepare students to cope with diverse situations in their daily life in a different culture (UNESCO, 2013, p. 6).

Spitzberg and Changnon (2009) reviewed IC models in different disciplines and categorised them into five types, as shown in Table 2.7 below.

Compositional models	Howard Hamilton, Richardson & Shuford (1998); Deardorff(2006)	Presents a list of components of intercultural competence but does not specify the relations between them. These models, therefore, contain lists of the relevant attitudes, knowledge, skills and behaviours which together make up intercultural competence.
Co-orientational models	Kupka (2008)	Focuses on how communication takes place within intercultural interactions, and how perceptions, meanings and intercultural understandings are constructed during the course of these interactions.
Developmental models	Bennett (1986)	The Intercultural Competence Model describes the stages of development through which intercultural competence is acquired.
Adaptational models	Kim (1998)	Focuses on how individuals adjust and adapt their attitudes, understandings and behaviours during encounters with people from other cultural backgrounds.
Causal path models	Griffith & Harvey (2000)	Postulates specific causal relationships between the different components of intercultural competence.
	Ting-Toomey (1999)	This is a multilevel process change model of intercultural competence. The changes brought about by individual, interpersonal, and systematic influences can be managed competently in the change process, thereby influencing the various outcomes.

Table 2.7 IC Models Reviewed by Spitzberg and Changnon (2009)

Adapted from Spitzberg and Changnon (2009, pp. 10-34).

Despite the large number of models found in the research literature, there is substantial agreement among researchers and intercultural professionals concerning the main components of intercultural competence. Deardorff's (2006) study, in particular, gained a substantial consensus among researchers and intercultural professionals in terms of the main components of intercultural competence. IC has been defined as "The ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006, p. 247). Deardorff's (2006) IC model with its pyramid model and later process model suggested the interconnection of previous compositional models.

While acknowledging the core components of IC are attitude, knowledge, skills, and behaviours, Barrett (2013) suggested that "at the behavioural level, intercultural competence involves taking on an active participatory role in the social world" (p. 154). He revisited this concept and pointed out the complex set of psychological and behavioural characteristics and functions required to deal with the tasks, difficulties, or challenges presented by intercultural situations.

Unlike Byram's (1997) model of ICC, which sits within the narrow scope of foreign language education, Deardorff's (2006) model is set within the context of HE. By comparison with

Byram's model, her concept of IC has been expanded from a typical communicative one to become a much broader context within which more situations and disciplines are involved and considered, namely from ICC to IC. By separately polling top international administrators at universities in the United States and top intercultural scholars from Canada, the United Kingdom, and the United States, Deardorff (2004, 2006) contributed a definition of IC which has several elements. The most important three elements are: "the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture" (Deardorff, 2006, p. 247). A range of components was seen to contribute to the development of IC; among these communication and particularly intercultural behaviour are primarily involved. For instance, elements of IC are seen to include understanding others' worldviews, personal attributes such as adaptability, self-awareness, and openness; skills to listen, observe, analyse, interpret, and relate; attitudes such as respect and empathy; and both general and specific cultural understandings (Deardorff, 2006).

As Figure 2.5 shows, Deardorff visualised the development of IC as the movement from internal outcomes (characterised by the individual levels of attitudes and attributes) to interactive external outcomes (effective and appropriate communication and behaviour in multicultural situations). The model, therefore, demonstrates the ongoing process of the development of IC (Deardorff, 2006).

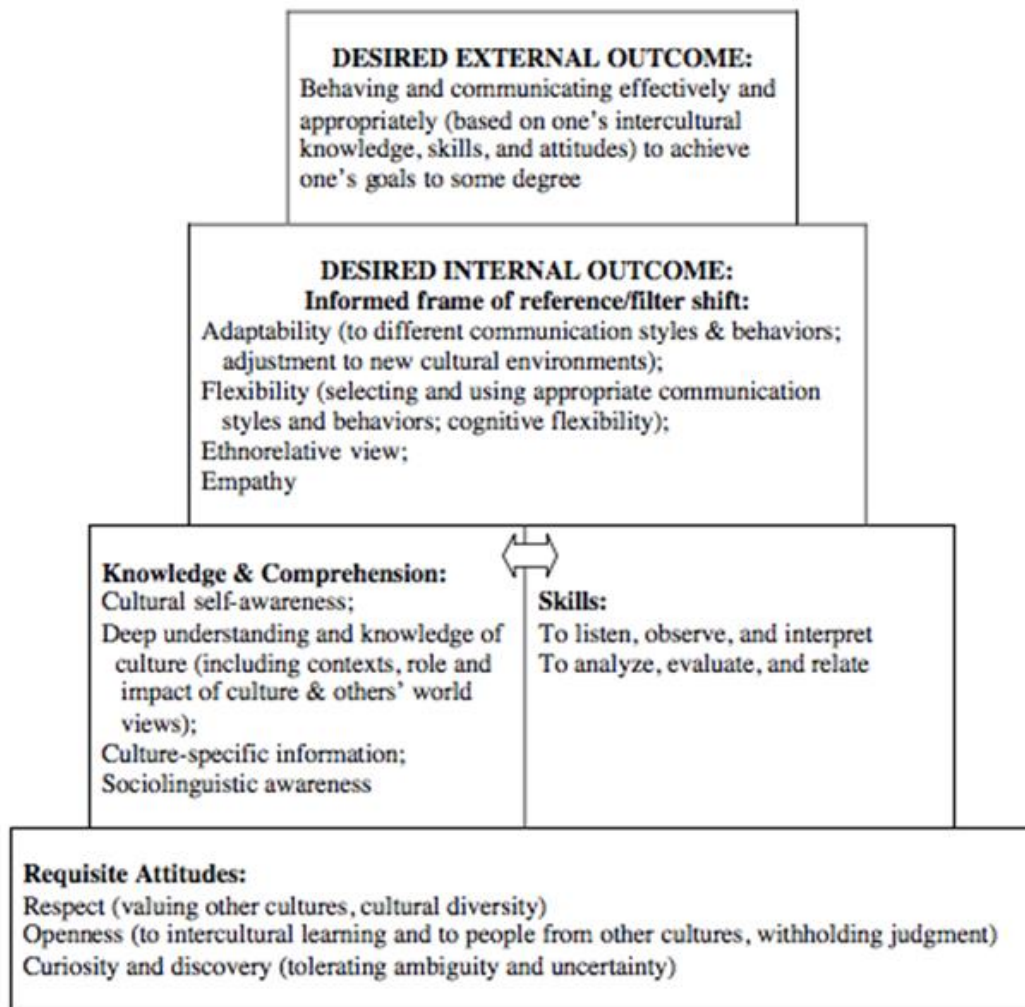


Figure 2.5. The pyramid model of IC (Deardorff, 2006. 2009)

Deardorff (2006) specifically pointed out that the components of IC should develop by degree with lower level components enhancing the upper levels. Elements of lower level competency include “requisite attitudes (respect, openness, and curiosity), knowledge and comprehension (cultural self-awareness, deep understanding of culture, and sociolinguistic awareness), and skills (listening, analysing, etc.)” (p.196). Elements of upper level competency comprise internal and external outcomes. Internal outcomes involve “an internal shift in one’s frame of reference”, whereas external outcomes represent “behaving and communicating appropriately and effectively in intercultural situations” (Deardorff, 2004, p. 196).

Not surprisingly, this model emphasises the importance of attitudes and understanding, knowledge, and comprehension, which approximate to earlier IC models. As attitude is the starting point in the model’s circle, Deardorff (2006) considered it the most critical element.

Specifically, “attitudes of openness, respect (valuing all cultures), curiosity and discovery (tolerating ambiguity) are viewed as fundamental to intercultural competence” (Deardorff, 2006, p. 255). To achieve internal outcomes, knowledge and the skills to process knowledge about cultures, such as the way one uses one’s faculties to listen, observe and evaluate, to analyse, interpret and relate are also considered important.

2.3.3 IC Assessment in the Context of IHE

Along with the development of IC conceptualisation, a few models, such as IDI, MPQ, have been proposed as an assessment toolkit in the context of IHE. This section briefly reviews the adoption of two of these assessment tools, and then discusses the rationale for adopting Deardorff’s (2016) IC model as a tool in this study.

IC is increasingly recognised as an important part of universities’ IHE process and IC acquisition studies have become popular in line with interest in the globalising economy (Kuada, 2004, p. 10). The DMIS constitutes a progression of worldview orientations toward cultural difference that has the potential for increasingly more sophisticated intercultural experiences (Bennett & Wiseman, 2003). Hammer and Bennett’s (1998) intercultural development inventory (IDI) is a measurement scale designed to index intercultural sensitivity to elicit how respondents made sense out of their experiences with cultural difference. Having strong validity and reliability across diverse cultural groups, the IDI is the most widely used assessment tool designed to determine where on DMIS continuum and individual or organisation lies (Hammer, Bennett & Wiseman, 2003).

Another commonly adopted toolkit to assess one’s IC is the multicultural personality questionnaire (MPQ). This multidimensional instrument was developed to measure multicultural effectiveness. The questionnaire has scales for cultural empathy, open-mindedness, emotional stability, orientation to action, adventurousness/curiosity, flexibility, and extraversion. It is specially constructed to describe one’s behaviour when interacting with people from other cultures.

Deardorff and Jones (2015) claimed that the central responsibility of modern HEIs is to educate students and prepared them to function more effectively in an interdependent world. This perspective makes IC a key factor for students engaging in internationalisation. With an increasing interest in intercultural education as preparation for a multicultural society (Caruana & Ploner, 2011) and the development of global perspectives through

internationalisation (Clifford & Montgomery, 2011), IC development continues to play a critical role (Deardorff & Johns, 2012).

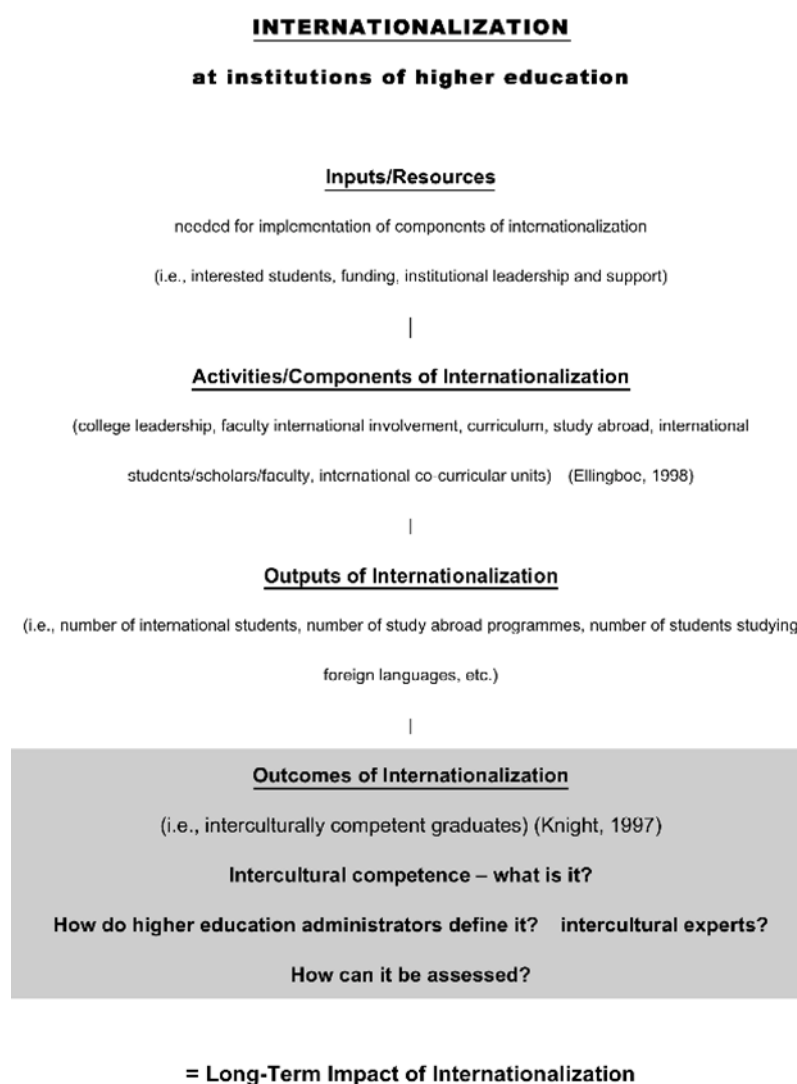


Figure 2.6. The general programme logic model applied to internationalisation (Deardorff, 2004).

Assessing students' IC development as an expected outcome of internationalisation can be placed within the theoretical programme logic model (Rogers, 2000), in which outcomes become one step beyond outputs, which are defined as the citing numbers as indicators of successful internationalisation efforts. Researchers have found that a variety of HE experiences and activities can positively influence IC, including studying abroad (Gann, 2015; Leung, Ang, & Tan, 2014; Sachleben, 2015), living on campus (Campbell, 2012; Gu, 2009), and, diversity-related courses and group work (Otten, 2010; Spencer-Oatey & Dauber,

2017; Welikala, 2011). The shaded area in Figure 2.6, therefore, provides the rationale for this study's use of Deardorff's (2004) model as a tool to assess IC in the IHE context.

2.4 Rationale of Taking ISs' IC Development as an Indicator of IHE Operationalisation

International scholars have long shared the misassumption that certain types of international activities, such as exchange programmes and studying abroad, are effective whereas other types, such as recruitment and transnational education, are not (de Wit, 2011). However, abundant studies have revealed the limitations of this viewpoint and suggested we dig deeper, place the options within a new set of values and rationales, and ensure that we really achieve what is meaningful through internationalisation.

A recent reconsideration of IHE by Knight (2015) argued that the “international, intercultural, and global dimension are three terms that are intentionally used as a triad” (p. 3). While relationships among nations, cultures, and countries are defined as internationalisation, it is clear that internationalisation also relates to the diversity of cultures within countries, communities, and institutions and the term “intercultural” is used to address this dimension. Finally, the controversial term “global” is included to address the idea of IHE's worldwide scope. The richness in the breadth and depth of internationalisation is depicted by the three terms complementing one another.

Deardorff (2006, p. 260) raised a number of questions in her study on IC assessment for future research, i.e., How do specific internationalisation strategies affect the development and preparation of global citizens who are interculturally competent? How is intercultural competence developed in students through internationalisation efforts? This PhD project seeks to answer these questions.

To be more specific, the two frameworks reviewed above focus on the multilevel and multidimensional nature of IHE, while “the activity approach”, “the competency approach”, and “the process approach” are considered specific operationalisation strategies of IHE at the institutional level. This next section reviews previous studies on how ISs' experience their personal development and, thus, provides a rationale for investigating the operationalisation of internationalisation through ISs' experience. Before reviewing the ISs' IC development as an expected outcome of their learning abroad (2.4.2), the challenges ISs face while studying abroad are briefly reviewed.

2.4.1 ISs' Challenges while Learning Abroad

Efforts to respond to new student realities have resulted in a wide range of institutional and systemic adjustments that have changed and continue to change the form, scope, and the very nature of HE. These developments, in turn, have affected the student experience of HE, presenting students worldwide with a new and particular set of challenges and opportunities (Altbach, Reisberg, & Rumbley, 2009, p. 97).

ISs who currently study abroad for a degree are reported to have different queries and anxieties from their predecessors. According to Ramachandran's (2011) study on ISs' experience in the UK, ISs, especially those from developing countries, arrive with a number of difficulties when studying in a new environment, besides the financial burden. Cultural diversity and social relationships are regarded as major challenges (See Figure 2.7).

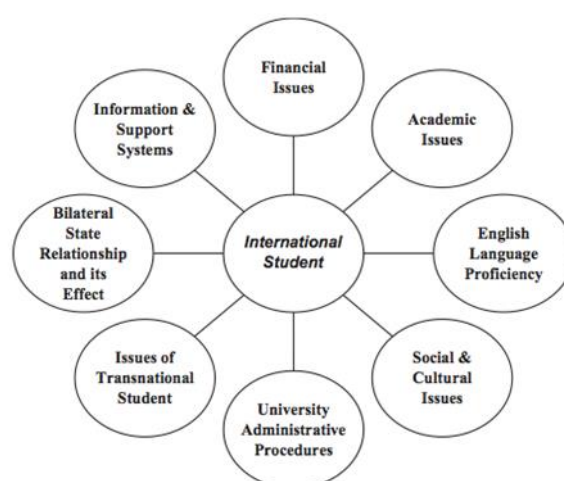


Figure 2.7 *Challenges faced by ISs* (Source, Ramachandran, 2011, p. 212)

As Figure 2.7 shows, ISs face a number of challenges related to living long-term in a different country and culture. These challenges raise the issue of how ISs and other stakeholders in IHE devise mechanisms to meet these challenges. One example of these challenges, among others, is how English language proficiency is considered a barrier to IS's adapting to a new learning environment. Ippolito (2007) noted how linguistic inequalities become significant obstacles to ISs' intercultural learning while they are studying abroad. In addition, Reynolds and Constantine's (2007) findings indicated that "greater intercultural competence concerns were predictive of lower career aspirations and lower career outcome expectations" (p. 338). In their reviews of the challenges faced by ISs, scholars in the field of IHE have also suggested mechanisms that HEIs might adopt to meet ISs' expectations and

needs. One mechanism is to help ISs adapt to the social and cultural environment of the host university.

Research from social psychology (e.g. Brewer & Gaertner, 2003) has identified a large number of well-recognised issues in intercultural communications. It has been widely acknowledged that when individuals or groups from different cultures meet and interact there is often difficulty, as they encounter behaviours, norms, values, and beliefs different from their own. Interactions may be awkward, leading to feelings of anxiety or to avoidant behaviours. Feelings of suspicion, distrust, and threat may be felt, resulting in stereotyping, prejudice, discrimination, and racism. ISs have self-reported all these issues in previous studies of IHE.

In 1954, Allport proposed the intergroup contact hypothesis, which suggested that positive effects from intergroup contact appear to be important in reducing prejudice, particularly with an emphasis on the importance of cross-group friendships (Pettigrew, 1998). This hypothesis is applicable to ISs, since they belong to a different group than HSs. Consequently, although mostly for academic purposes, it is incumbent upon HEIs to ensure that ISs and HSs work together to achieve shared goals.

However, recent studies using meta-analysis (e.g., Pettigrew & Tropp, 2006) have claimed that even unstructured contact can reduce prejudice. This finding supported the viewpoint that contact can lead to important positive effects on the improvement of intergroup relations (Everett, 2013). These studies point to the fact that contact, whether in specific, structured situations as proposed by Allport (1954) or the unstructured contacts added by Pettigrew and Tropp (2006), has a positive impact on ISs' intergroup communication with cultural others in cross-cultural communication. It is, thus, necessary that ISs, when faced with challenges and difficulties, seek enhanced opportunities to develop IC. The following section discusses several personal development measures that ISs can employ to enhance their IC.

2.4.2 ISs' Call for IC Development

'International travel' has long been an integral feature of the study abroad experience, and today, "in their goals and mission statements, most colleges and universities include some version of 'knowledge of other cultures' as a component of a liberal education" (Hopkins, 1999, p. 36). Although study-abroad programmes take many forms, Hopkins (1999) noted that they all provide students with new opportunities for immersion in another culture (p. 36). Indeed, the international experience is believed to have a significant impact on students'

personal development. In most international education studies, it is expected that ISs' learning experience will result in more than mere knowledge expansion. Just as important is their personal development. One typical aspect of personal development is the benefit derived from IC, an aspect of the study abroad experience which is increasingly considered a valued and expected outcome of an overseas learning experience (Deardorff, 2006).

Yet the increasing numbers of ISs studying abroad are inevitably faced with differences between their home culture and the host culture, which often result in adjustment problems (Waxin, 2004). The main processes conceptualised and discussed by psychologists (e.g., Black & Gregersen, 1991) in the case of ISs and their educational and social integration are: intercultural adjustment, acculturation, and cultural shock. Williams (2005) suggested that students who study abroad showed a greater change in intercultural communication skills than those remaining in home countries (p. 369).

However, mere contact with cultural others is not sufficient to develop IC, as Allport (1954) noted many years ago. International education as just one area of education that is progressing toward competency-based evaluations and exams as methods to measure the outcomes of the interaction experience. Vande Berg (2001) indicated that over the past decade international educators have become increasingly aware of the need to measure ISs' learning outcomes (p. 31). There is, therefore, a growing consensus that an education needs to provide students not only with narrowly academic competencies, but also with communication skills, which prepare them to compete in an increasingly globalised marketplace. The question then is whether study abroad actually does equip ISs with such skills (William, 2005, p. 357).

Seeking to bridge these research directions, this section has discussed ISs' personal development through a review of the relevant literature on the challenges ISs face when studying abroad. The following section provides the rationale for developing ISs' IC through the international education strategies that HEIs provide, taking IoC as an example.

2.4.3 Links between the IoC and IC Development

IC development was integrated into IoC from the motivation to practice of IoC. Previous literature suggested that approaches to IHE focused on the development of intercultural and international perspectives as elements that university graduates need to acquire. For example, according to Brewer and Leask (2012), a number of university websites in Australia, Hong Kong, and the US clearly state that institutional emphases on developing international and

intercultural knowledge, skills, and attitudes are needed to prepare their graduates for our globalised world.

As a core aspect of the IHE operationalisation, institutions also address graduates' need for IC development through teaching and learning practices, an approach which is closely related to the IoC. First, it is clear that any internationalised curriculum should have international content, i.e., an internationalising curriculum should incorporate content with global perspectives and activities. Both short- and long-term international programmes are regarded as potentially effective experimental learning tools for university students and are an important aspect of international curriculum design (Sachleben, 2016). However, HEIs only targeted these types of study-abroad activities at domestic students, while issues related to teaching ISs called for more emphasis in the field of an “internationalising curriculum”, namely teaching internationally. Indeed, since the curriculum is considered a holistic subject (Robson, 2015), IoC comprises various components, including the expectations of western teaching methods, classroom behaviour, and assessment practices (De Vita, 2007; Doherty & Singh, 2005). More importantly, when it comes to intercultural considerations, the role of the host culture in developing international teaching content becomes a challenging task that requires careful consideration.

However, a more comprehensive approach to internationalisation is required, one which sees IoC “as a means to develop global mind sets, skills and understandings” (Robson, 2015, p. 50). Similarly, Dunne (2011) emphasised that the rationale behind the IHE agenda is HE intercultural curricula (Dunne, 2011, p. 612). Knight (2004) also defined agenda as “the process of integrating an international, inter cultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 11).

Secondly, De Vita (2007) and Clifford (2009) noted that the initial efforts to internationalise the curriculum introduced ISs to western teaching methods, classroom behaviour, and assessment practices and suggested that the main aim of internationalising the curriculum is to prepare university students for success in the future international/multicultural context (Clifford, 2009). This suggestion echoes Newman's (2003) view that equipping graduates for the modern – global – labour market drives HEI and the IoC in the UK (Newman 2003, as cited in Gann, 2015, p. 2). Similarly, scholars such as Deardorff (2012) and Hu (2014) also perceived that the internationalisation of HE was a means “to train globally competent citizens” (Hu, 2014, p .277).

More specific connections between the IoC and IC have also been noted by intercultural scholars such as Brewer and Leask (2012), who revealed that the motivations for the IoC include establishing critical and comparative thinking for life in a multicultural environment (Yershova, De Jaegbere, & Mestenhauser, 2000, p. 67) as well as international competency for “personal, professional and citizenship development” (Knight, 2004, p. 22). Considering the fact that only a minority of students study abroad, the motivations underpinning the IoC are mainly seen as one of the international strategies for IaH. Universities are responsible for cultivating an environment for students to develop the skills and competences necessary to live and work in a global society (Leask, 2011, p. 7). And as Brewer and Leask (2012) noted, the key foci of an internationalised curriculum should be deep learning and new ways of thinking (p. 245).

Additionally, the international curriculum in the context of HE is considered a fuzzy concept (Welikala, 2011) due to a common, complex viewpoint of meaning and actions associated with the IoC, typically at the level of practice (Haigh, 2009; Clifford, 2009). More importantly, IoC also requires university staff, especially academic staff, to perform in a different way in a multicultural learning environment. Leask (2011) regarded academic staff teaching with an intercultural perspective as the foundation of IoC, since they are responsible for systemically integrating the curriculum with the development of international and intercultural perspectives. In this environment, some argue that “the crucial factor determining the possibilities for intercultural dialogue within the student learning experience is academics’ attitudes towards, and the ways in which they understand, internationalisation” (Caruana, 2010, p. 30).

Given that IHE is a comprehensive process in which the IoC is intimately involved, Leask and Beelen (2010) suggested that one objective of the IoC is to increase the engagement of faculty members in the conceptualisation and operationalisation of IHE, as faculty members are key to the IoC and student learning (Brewer & Leask, 2012, p. 249). To be more specific, previous studies (such as Knight, 2004) emphasised the link between the development of IC and the IoC. However, more recent literature has revealed little evidence that the teaching staff’s own IC and attitudes translate into their classroom practice in a variety of countries (Schuerholz-Lehr, 2007).

According to Clifford’s (2009) case study, staff reflect their difficulties in recognising the difference between their curriculum or pedagogy. They acknowledge that certain aspects of

pedagogy influence the outcomes for students as regards different health and belief systems as well as different regulations and ethical standards. Direct conflicts can be caused by students' different backgrounds, norms, and values.

As the above review of IHE research reveals, there has been less emphasis on curriculum issues than on student mobility and offshore courses (Khan, Hassan & Atkins, 2014). However, as Robson (2011) suggested, in the holistic view of the IHE process, “a responsible internationalisation strategy will incorporate innovative approaches to curriculum development, student support mechanisms and academic development initiatives” (p. 626). Haigh (2009, p. 271) emphasised that multicultural foundations are required to realise a genuine IoC.

The viewpoints on the IoC introduced and discussed above reflect the complex landscape of meanings and actions associated with the IoC at the level of institutional teaching and learning practices. However, the question remains as to how to apply the ‘fuzzy’ nature of an international curriculum within HE learning sites in which there is an encounter between diverse and alternative ontologies and epistemic views. This question can only be answered appropriately when ISSs’ IC development is recognised and evaluated as an expected outcome of IHE and cross-cultural teaching and learning and with a focus on intercultural pedagogy

2.4.4 Adopting ISSs’ IC development as a filter to explore HEIs’ IHE efforts

UK HEIs run the risk of charging high fees for overseas students without always guaranteeing a proper infrastructure to support them or integrate them into the local student culture in a way that is beneficial to them (and to the HSs). IHE involves two main elements, namely executors (HEIs) and the direct beneficiaries of IHE (students); both of these can be integrated into the IHE process at both the individual and institutional levels (See Figure 2.8).

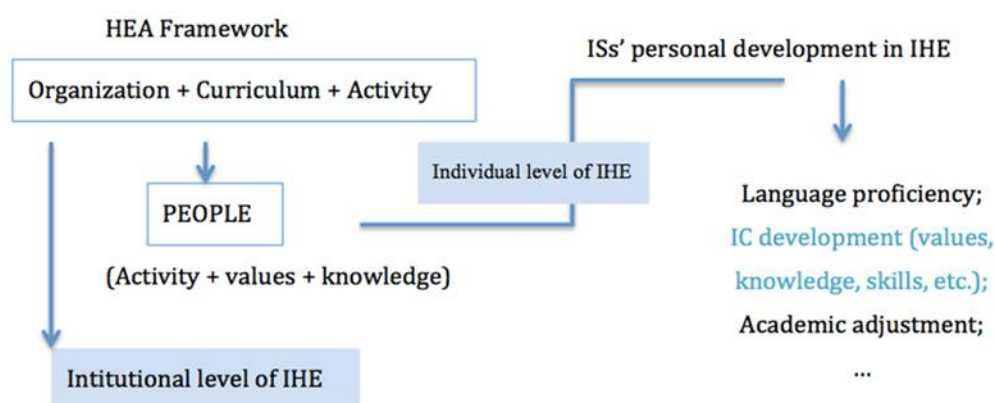


Figure 2.8. Integrating ISs' personal development into the HEA framework of IHE

A large number of previous studies have highlighted the types of connections illustrated in Figure 2.8. For instance, Volet and Ang (1998) explored students' interactions in culturally mixed groups and suggested that students preferred to work with homogenous cultural others, if given the choice to choose the familiarity and sense of belonging generated by homogenous groups with the same or a similar culture. However, both HSs and ISs found the experience positive when they were forced by circumstances to form culturally diverse groups. Therefore, institutional interventions are strongly encouraged to foster intercultural interaction in international classrooms.

In spite of reporting the experience as positive, students rarely voluntarily or spontaneously seek further involvement in culturally and linguistically diverse teams after the completion of the work task. Drawing on this observation, Volet and Ang (1998) also suggested that multicultural student group work must be well structured or the critical learning opportunities in developing students' intercultural competence will be missed. Similarly, Briguglio (2006) argued that promoting reciprocal learning within student groups with different cultural and linguistic backgrounds is vital for students to acquire IC and requires deliberate and structured interventions.

A project conducted by Welikala (2013) at Liverpool Hope University addressed the lack of research and the tendency to oversimplify the complexities of both HSs' and ISs' learning experiences in order to move thinking beyond the misleading "home"/"international" divide (Welikala, 2013).

Kimmel and Volet's (2012) study suggested that the quality of close peers' experiences may affect the students' own attitudes towards intercultural interactions in culturally diverse groups ('extended contact effect'). The findings revealed that language proficiency, academic competencies, and cohort characteristics play important roles in students' intercultural encounters. Furthermore, Spooner-Lane et al.'s (2012) study on the "Patch programme" showed that IC amongst HSs and ISs could be enhanced by a structured and well-managed intervention approach designed by educators. A strong rapport established in the university setting can be further extended by capable and socially engaging students from diverse cultural and linguistic backgrounds.

However, it should be noted that IHE is also an intensely individual matter. Therefore, every institution has its own approach, according to its history, mission, location, resources, and the composition of its faculty, staff, and students (Brewer, 2004). Although foreign experiences are promoted as essential components of the goals of internationalisation, they should not be the sole or the main facets of HE international strategies. The monitoring work of IHE would become even more difficult in this case.

Parsons' (2010) research showed that positive effects have been found for those who reported greater contact or more friendships with ISs. Ultimately, international education must pay attention to "both the individual adult as well as the development of the greater context in which adults find themselves, whether it be the nation, society, the community, an organization, or a group" (Boucouvalas, 2005, p. 18).

For this reason, Coryell et al. (2012) suggested that the advantages of rich learning opportunities which are created by people of different cultures, ethnicities, and nations coming together in collaboration have to be promoted by universities interested in internationalising the learning experience (p. 88). For instance, International Programme (IP) offices and academic departments should be required to work together to improve services and enhance activities that provide the support and community involvement necessary for integration to occur. A recent project named "developing skills for successful international group work", undertaken by Burns (2013), aimed to address some of the challenges faced by both ISs and HSs in group-work situations. It also sought to explore and overcome the fact that some HSs express a "deficit model" perception of ISs.

Additionally, in a recent discussion on the future prospects of the internationalisation of HE, Green, Marmolejo, and Egron-Polak (2012) noted that "Higher education plays a central role

in preparing the workforce, fuelling innovation through basic and applied research, disseminating knowledge, and educating for responsible citizenship” (p. 439). It is shaped by itself and is a driver of globalisation (Centre for Higher Education Research and Innovation, 2009). One of the focuses of this study was the measurement of ISs’ IC development as an outcome of IHE. In this case, taking a broader view of the goals of internationalisation and considering how to prepare students to be responsible global citizens and successful employees in multicultural workplaces became a primary focus. The literature (e.g., de Wit, 2011) shows that many scholars in the field of IHE have taken notice of this phenomenon. Knight (2008), for example, suggested taking foreign students as internationalisation agents: “More foreign students on campus will produce a more internationalized institutional culture and curriculum” (p.14), while de Wit (2011) criticised the misconception that Internationalisation means having many ISs. Students’ IC development is, therefore, a reasonable instrument through which to explore how HEIs make efforts to prepare students to compete in our globalising world. To make the IC development of ISs more measurable and explicit, a theoretic review of the conceptualisation and studies of IC is required.

2.5 Summary and Research Questions

To sum up, this chapter has presented a review of the relevant extant literatures that have explored IHE and ISs’ IC development within the IHE process and indicated that it is the purpose of this PhD project to examine the local conceptualisations, interpretations, and implementations of internationalisation at two universities, with the aim of providing a more complex and nuanced understanding of internationalisation.

The changing landscape of internationalisation is not developing uniformly across Europe and the world as a whole, as there are different accents and approaches to it.

Internationalisation strategies are filtered and contextualised by the specific internal context of the university, by the type of university, and how each is embedded nationally (de Wit, 2011). For that reason, this research collected empirical data from two national contexts on the following: 1) the approaches to IHE conceptualisation and operationalisation in two case studies; and, 2) the institutional efforts in the UK and China that influence ISs’ experience of being international and on IC development.

The critical reviews on previous literature in IHE and related fields presented in this chapter suggest three research gaps in IHE studies concerning ISs’ IC development.

- 1) Although a large amount of research interested has focused on IHE conceptualisation and operationalisation, there is a lack of empirical studies which concern ISs' perspectives and experiences of internationalisation;
- 2) ISs' IC development is conceived as one of the expected outcomes of internationalisation. However, there is a lack of the empirical studies that investigate the impact of institutional strategies on ISs' IC development;
- 3) Consideration of the driving factors and historical positions of IHE in different countries (2.2.2 and 2.2.5) indicated that there is a need to study and design IHE strategies within national and institutional contexts, especially in countries in a state of modernisation and transition, such as China.

Additionally, the literature review on IHE studies, especially those at the institutional level, has revealed an urgent demand for measurements of university internationalisation. ISs' IC development as an expected outcome of IHE was proposed along with possible approaches to develop a set of internationally applicable indicators to measure university internationalisation performance.

Three research questions are to be answered through the small-scale case studies at the two selected locations.

- 1) How is internationalisation conceptualised and operationalised at the two locations?
- 2) Do the ISs' academic and social learning experiences at the two locations meet these institutional goals of internationalisation and, if so, how?
- 3) To what extent do the institutional strategies of IHE affect ISs' IC development?

The following chapter outlines the study's research design.

Chapter 3 Research Design and Methodology

3.1 Introduction

This chapter presents a detailed explanation of the research rationale, methodological choices, methods of data collection and analysis, and a number of methodological issues which emerged from the research process.

First, an explanation of a general research design and the reasons why a multi-method approach was adopted in this study are given (3.2). This explanation is followed by a detailed description of the research procedures, especially the different data collection techniques adopted in this research (3.3). The next section (3.4) provides a rationale for choosing thematic analysis as the main data analysis technique, as well as an overview of how the analysis was applied, including a number of issues in data analysis that require clarification. Methodological issues, such as ethical issues, are also outlined at the end of the chapter (3.5). Methodology is shaped by research objectives and research questions (Carter & Little, 2007). The research design and specific methodological approaches presented here were selected to address the research purpose and focus outlined below. The purpose of this study is to investigate the case universities' operationalisation of internationalisation strategies and the impact of these institutional internationalisation strategies on ISs' IC development within two different national contexts. The research focus captured in the research questions is restated here.

- 1) How is internationalisation conceptualised and operationalised at the two locations?
- 2) How and to what extent do ISs' academic and social learning experiences at the two locations meet these institutional goals of internationalisation?
- 3) To what extent do the institutional strategies of International Higher Education (IHE) affect ISs' intercultural competence (IC) development?

To address these research questions, this study is created two parallel case studies, in China and the UK, to investigate IHE from ISs' perspectives and experience. The institutional goals of IHE were compared with the ISs' formal and informal learning experiences, with an emphasis on their IC development. More specifically, this research tracked ISs' IC development – an increasingly recognised and expected outcome of IHE – and adopted it as a

measurement technique to explore the operationalisation of IHE at an institutional level. The following section provides a description of the research design and timeline.

3.2 Research Design

The research aims and questions set out above require a carefully designed research approach with appropriate research methods. The first section explains the rationale for conducting a case study under the social constructivism paradigm.

3.2.1 Rationale of Case Study Design

This research was designed as a case study, a research method widely used in different disciplines. Creswell (2007) defined a case study as “a qualitative approach in which the investigator explores a bounded system or multiple bounded systems over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case-based themes” (p. 73). The methodological choice of conducting a case study, in the current research context, is to develop a holistic and integrated comprehension of the case (Yin, 2009). It is believed that in-depth knowledge of a small number of examples is more helpful than fleeting knowledge about a larger number of examples. By focusing on the two case institutions, a better understanding of the internationalisation process could be obtained at the institutional level within the two national contexts.

It is necessary to clarify the paradigmatic stance adopted in the research, as this reflects how understanding the nature of the enquiry and the assumptions and beliefs that serve as a conceptual framework guide the research (Jonker & Pennink, 2010). This research is conducted under a social constructivist paradigm. Social constructivists believe that multiple realities exist and are dependent on individual perception (Schwandt, 1994). They also contend that we construct knowledge through our lived experiences and through our interactions with other members of society. As reality is socially constructed (Searle, 1995), researchers must participate in the research process with the subjects to ensure we are producing knowledge that is reflective of their reality (Lincoln, Lynham, & Guba, 2011). This approach facilitates a close connection between the researcher and the participant, enabling the researcher to garner insights into the stories that the participants tell and the meanings they make of their realities (Crabtree & Miller, 1999; Lather, 1992; Robottom & Hart, 1993). This research design enabled the researcher to address the research questions by allowing understanding of how internationalisation was conceptualised and operationalised at each case university.

3.2.2 An Overview of Research Approaches

This research was designed as a qualitative multimethod study comprising two research approaches: 1) ethnographic fieldwork that collects information about the cases through documentary data and classroom observation; 2) a longitudinal, 10-month study with three rounds of semistructured individual interviews with ISs.

Qualitative methods of data gathering and analysis have gained in popularity in recent decades (Corbin & Strauss, 1990). Interviews are considered the most commonly used strategies for qualitative data collection (DiCicco-Bloom & Crabtree, 2006). According to Gubrium and Holstein (2012), interview questions need to be designed carefully in order to “elicit answers in an anticipatable form from respondents until interview protocols were complete” (p. 27). Thus, the research was designed to begin with the collection of background information related to relevant educational contexts, from which suitable interview questions could be derived. As a consequence, data collection for this study was designed as upfront fieldwork followed by individual interviews.

The aim of the fieldwork design was to investigate the multicultural learning environment at two universities, namely observation of the institutional efforts on internationalisation and the collection of official data on ISs’ recruitment and management. An ethnographic approach was adopted in order to gain understanding of the intercultural classroom interactions at both locations. Several intercultural classroom activities were observed and records of interactions among tutors, ISs, and HSs were also obtained in this process. Additionally, in order to gain a deeper understanding of the institutional strategies and policies of an unfamiliar international education system in China, two individual consultation meetings were scheduled with staff at the Chinese case university in which new teaching patterns for mixed-classrooms were discussed.

The general timeline of the whole research procedure is illustrated in Figure 3.1. As shown in this figure, this research was carried out over two academic years with two main paths of investigation, namely an initial 8-month upfront fieldwork stage (Phase 1) at both locations (from October 2013 to January 2014 in the UK, and from March 2014 to May 2014 in China) and a 10-month longitudinal study stage (Phase 2) which targeted ISs’ undertaking their first degree programme in foreign language education and other linguistic programmes such as TESOL and MTCSOL programmes.

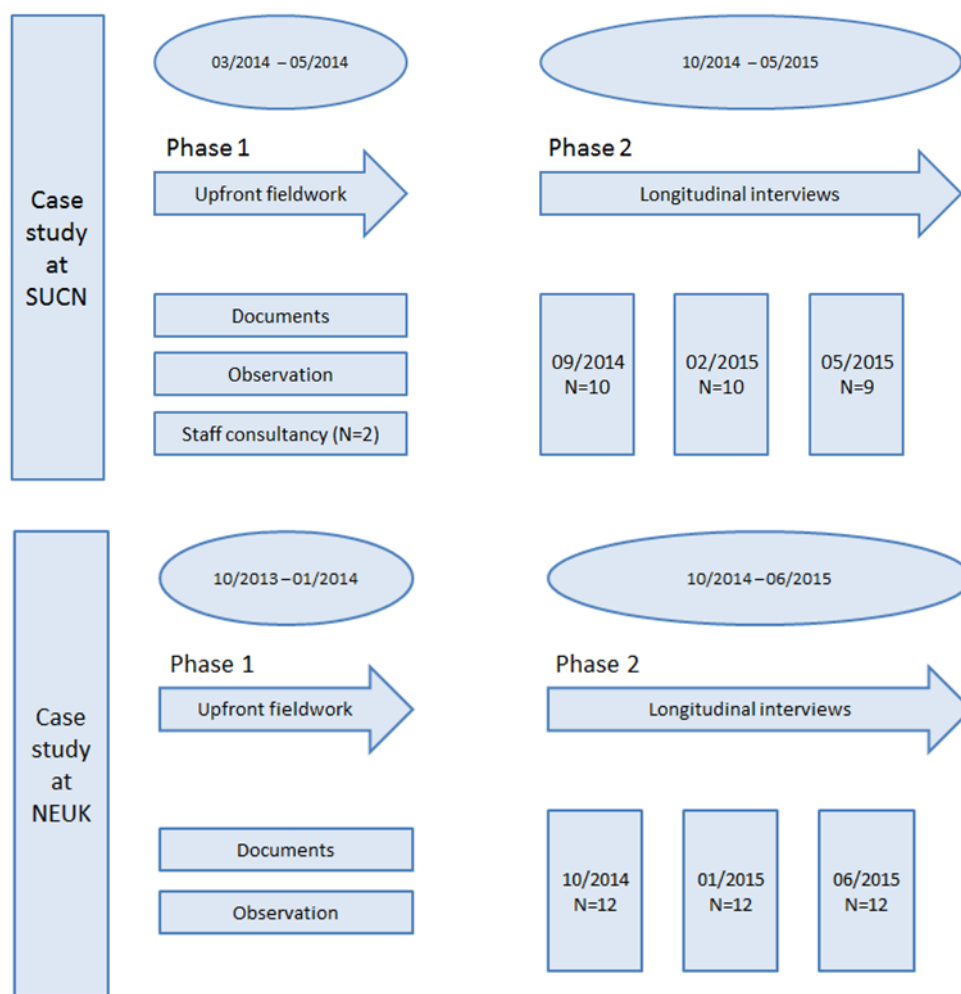


Figure 3.1 Research timeline

Three types of data were collected: 1) documentary data revealing the international strategies and official mission statements of each university as they develop processes of internationalisation; 2) a classroom observation diary reporting how the international strategies of each university were implemented in their teaching practices, and 3) interview data tracking and monitoring the learning and living experiences of ISs during 1 year of study.

First, to become familiar with the research context and answer the first research question (See 3.1 above), fieldwork was conducted at both locations. As outlined in Figure 3.1, Phase 1 of this study (upfront fieldwork) comprised:

- 1) Documentary data collection and analysis of institutional policies related to IHE and ISs education;
- 2) classroom observation of international teaching and learning practices, including interaction among the students;

- 3) two consultation meetings with staff who manage and teach ISs at SUCN.

This study investigated the international strategies of two case universities which are both regarded as “international” universities in their own countries. For instance, documentary data collection at NEUK unpacked a wide portfolio of international activities and its efforts to pursue an active research agenda on learning and teaching developments and “internationalising your degree” (NEUK, 2012). On the other hand, SUCN is widely acknowledged as “a leading higher educational institute which has opened up a green channel for international communication” (Su, 2008). The documentary data exemplified how SUCN enjoys and preserves a reputation for cultivating “international talents” (SUCN, 2014) in China with its unique ISs education plan.

The fieldwork involved collecting data concerning institutional policies related to internationalisation and writing field notes that recorded international teaching and learning practices. Considering the unique educational context at SUCN (e.g., ISs’ being taught separately), two additional meetings with academic and administrative staff were conducted in order to obtain sufficient information to inform the design of interview questions. Based on the informative data collected from the fieldwork, the main part of this investigation was designed as a longitudinal study with three rounds of interviews adopted as the core data collection technique.

As noted, the 10-month longitudinal study was carried out after the fieldwork to answer the second and third research questions (See 3.1 above). A total number of 22 ISs participated in the 10-month longitudinal study; they attended three rounds of one-to-one interviews held after 2 weeks of study on their courses (in September 2014 in China, and October 2014 in the UK), after 4 months of study (in January 2015 in China and February 2015 in the UK) and after 9 months of study (in May 2015 in China and June 2015 in the UK).

The fieldwork and the following longitudinal studies at both universities serve to answer the thesis question: **“How is internationalisation conceptualised and operationalised at two institutions, taking ISs’ IC development as a measurement technique?”** This study design enabled the research to monitor the ISs’ learning process and obtain comparative data. Additionally, the adoption of regular individual interviews in China served to fill a gap in the literature, namely the lack of qualitative research and thick description of IHE in practice (e.g., Morris, 2009) (See the discussion on the research’s contribution in the previous

chapter). This approach responds to researchers' continued call for more qualitative investigations to fully explore the "lived experiences" of ISs (Jones, 2010).

The following section describes the data collection procedure and research instruments in more detail.

3.3 Data Collection Sources and Procedure

To get a better understanding of the research phenomenon, the data collection was divided into a number of stages. First, during the fieldwork process, three types of data were collected in order to elaborate on relevant issues; these were: document analysis, observations, and interviews. Table 3.1 shows the data collection procedures and resources for answering each of the research questions, including the key issues being investigated to answer the research questions and the specific sources for understanding each key issue. The following subsections describe how the data were collected through these sources.

Procedures for answering research questions	Key issues		Sources
RQ1: review the institutional views of internationalisation, then compare ISS' expressed perceptions of IHE with relevant issues in the strategies	The national statement and strategies		Documents in Phase 1
	The institutional statement and strategies	University operation	Documents: institutional documents and university websites in Phase 1
		Teaching ISS in IHE context	University documents and website of NEUK; staff consultancy at SUCN, where the research context is unfamiliar in Phase 1
	ISS' expressed perceptions of IHE		Three rounds of student interviews over ten months in Phase 2
RQ2: identify ISS' formal and informal learning experiences	Relevant features in the learning environment		Classroom observation in Phase 1
	Expressed ISS' university experiences		Three rounds of student interviews over ten months in Phase 2
RQ3: identify ISS' IC development experience and the sources for them to develop	ISS' self-report of IC development		Three rounds of student interviews over ten months in Phase 2
	ISS' reflections on their university experiences		

Table 3.1 Data collection sources and procedures (research objectives and relevant data collection instruments)

3.3.1 Documents

Documentary data were used to reveal the internationalisation strategies and official mission statements of each university throughout the transformative process of internationalisation. Both case universities have developed a set of strategies for internationalisation through: overseas recruiting and strengthening of the academic environment; curriculum reform and

strengthening of teaching quality; emphasis on research; and, increasing academic exchanges. The sources and main purpose of the documentary data collection are listed in Table 3.2.

Documents		Purposes
SUCN	1. Programme recruitment requirement and report	To understand the ISs recruitment and student population
	2. Higher Education Law of PRC	To understand the government's general requirements and guidance on IHE at SUCN
	3. MOE: Outline of the National Medium and Long-Term Program for Education Reform and Development (Outline)	
	4. SUCN's response to "Outline"	To understand the institutional emphasis of IHE
	5. SUCN's statement of IHE on website	To understand the institution's conceptualisation of IHE and operational practice, including overseas branches and exchange programmes
	6. Cultivation plan for Iss	To understand the teaching practice that ISs experience
	7. Syllabus and teaching plan of UG & M-TCSOL	To understand the university's efforts to teach Iss
NEUK	1. Programme recruitment requirement and report	To understand the Iss' recruitment and student population
	2. NEUK'S Draft University Internationalisation Strategy	To understand the institutional conceptualisation and mission of IHE
	3. University statement and efforts of IHE on its website	To understand the university's practical efforts in ISs education and internationalisation
	4. Degree programme information and module information from NEUK website	To understand the teaching and learning practice that ISs may experience

Table 3.2 Sources and main purpose of documents

Documentary data were collected predominantly from the university websites using a selective search approach. Key search words included "ISs", "internationalisation", "international education", etc. Subsequently, there were still some "hidden" statistics documents which could not be reached via public routes, such as governmental guideline documents for SUCN and the student population and origins in the 2014/15 enrolment at NEUK. These documents were, therefore, collected with the help of administrative staff working at the case universities. A detailed analysis of the findings from the observation diary and documentary data is presented in the chapter on the qualitative findings from the fieldwork later in this thesis (See chapter 4).

3.3.2 Classroom Observations

The classroom observation diary reports how the internationalisation strategies of each university were implemented in terms of teaching practice. Observation is considered as a distinctive and appropriate way to collect data in social sciences. Chapelle (2003) and Denscombe (1998) claimed that observation could provide researchers with more direct

evidence than merely relying on “what people say they do, or what they say they think”, since observation “draws on the direct evidence” and “witnesses the events first hand” (Denscombe, 1998, p. 193).

Indeed, classroom observation as a tool of data collection for the present study has several benefits. First, it provides the researcher with a vivid picture of the multicultural classroom, the teaching and learning environment, terms of interaction, and how teachers guide and help in student interactions. Secondly, the first-hand materials collected can inform the design of individual interview questions to encourage interviewees to reflect more on their experience. Therefore, classroom observation is appropriate for recording how the internationalisation strategies of each university were implemented in their teaching practices. The researcher is regarded as a nonparticipant in the observation practice. In nonparticipant observation, the researcher is not a member of the context, and does not participate in the activities (Burns, 1999). A nonparticipant observation was adopted to monitor and record classroom teaching and learning activities in the present study to obtain a deeper understanding of students’ interactions in a multicultural classroom.

Figure 3.2 illustrates the main subjects involved in the classroom observation, namely tutors, ISs, and HSs, based on Leak’s (2007) international classroom analysis. Chapelle (2001) suggested that the classroom observation should focus on discussions and activities carried out in pairs or groups. The observation diary also illustrates the types of activities being observed, including cross-cultural communication and interactions between ISs and HSs as well as among ISs themselves.

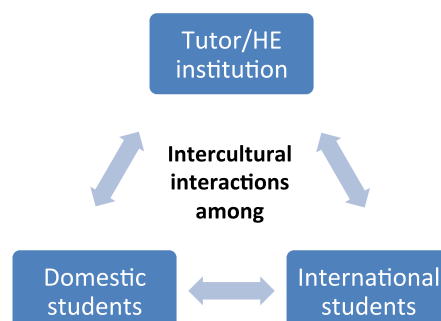


Figure 3.2 Subjects and interactions observed during fieldwork

Additionally, how tutors encouraged and enhanced the interactions in the multicultural learning environment in their teaching practice was also recorded. Other subjects were observed and recorded, such as classroom layout, the tutoring process, and group discussion arrangements in which the students were asked to exchange their ideas and understandings on a certain topic and make comments.

Narrative description, as a widely used data collection technique in an ethnographic study (Nunan et al., 1990), was adopted to write the observation diary in the classroom. As Emerson, Fretz, and Shaw (2011) noted, narrative description can provide an overview of the nature of the communication in a specific context, enrich the report of activities in the class, and provide additional information related to the perceptions of teachers and students in teaching and learning.

1. Familiarisation	becoming intimately familiar with the data, reading and re-reading the data and noting any initial analytic observations
2. Coding	generating pithy labels for important features of the data of relevance to the (broad) research questions guiding the analysis
3. Searching for themes	an active process that collates all the coded data relevant to each theme
4. Reviewing themes	checking that the themes ‘work’ in relation to both the coded extracts and the full data-set
5. Defining and naming the themes	conducting and writing a detailed analysis of each theme, identifying the ‘essence’ of each theme and constructing a concise, punchy and informative name for each theme
6. Writing up	an integral element of the analytic process in TA and most qualitative research

Table 3.3 The Dimensions of the Observations

As indicated in Table 3.3, field notes rather than videos were used to record student discussions and interactions. Although video-recording has been adopted as a data collection technique in many ethnographic studies due to the vivid moving images it affords of what is going on in the field, as Foster (1996) and Wragg (1999) have noted, one issue with using a camera in the classroom is that it may adversely affect student behaviour. One “serious drawback” (Foster, 1996, p. 87) of using a video camera is that there is a potential risk of missing data due to the camera’s restricted visual range. Moreover, it is not easy to obtain permission from all teachers and students to use a camera in the classroom. As a result, no visual recording techniques were used in the fieldwork.

3.3.3 Semistructured Interviews

While all interviews are used to get to know the interviewee(s) better, the purpose of that knowing varies according to the research question and the disciplinary perspective of the researcher (DiCicco-Bloom & Crabtree, 2006, p. 314). A semistructured interview, as a widely adopted qualitative research method, allows the interviewer to delve deeply into social and personal matters. During the interview, open-ended interview questions are generally predetermined, while other questions may emerge from the dialogue between the interviewer and interviewees (DiCicco-Blomm & Crabtree, 2006). This research method encourages the interviewee to share rich descriptions of phenomena while leaving the interpretation or analysis to the investigators.

The following section presents the purpose of doing semistructured interviews, how they were designed, including participant recruitment, and any limitations involved in the data collection process.

1) Sampling

Sampling is central to the practice of qualitative methods. However, compared with data collection and analysis, its processes have been discussed relatively little (Robinson, 2013). In fact, participant selection in empirical studies needs to have a clear rationale and fulfil a specific purpose related to the research question(s) (Collingridge & Gantt 2008). As a consequence, disciplines with taught programmes at both case universities were initially analysed. Linguistic-related teaching programmes which share similar teaching structures and contents were identified, enabling a comparison of internationalisation strategies.

Interview participants were chosen from ISs who were in their first degree year in the discipline of Applied Linguistic and Foreign Language Teaching. The validity of this research is largely ensured through a purposeful sampling strategy. As introduced in the second section of this chapter, to avoid the influence of previous overseas learning experience on ISs' perceptions of internationalisation and IC development, the participants at both locations were chosen from ISs who had just started their degree programmes.

The participants were chosen from the following programmes: MA Applied Linguistics and TESOL (MA ALT) at NEUK; MA and BA Teaching Chinese to the Speakers of other Languages (TCSOL) at SUCN; and, MA International Business and Chinese Linguistics (MBCL). Given the research aim of investigating the teaching and learning activities in a multicultural classroom, all of the chosen sampling programmes were taught programmes.

Participants	Nickname	Nationality	Level	Programme	Gender	Teaching language
SUCN-IS1	Zoe	South Korea	UG	BCLL	Female	Chinese
SUCN-IS2	Whitney	South Korea	UG	BCLL	Female	Chinese
SUCN-IS3	Peggy	Lao	UG	BCLL	Female	Chinese
SUCN-IS4	Teresa	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS5	Leo	Lao	UG	BCLL	Male	Chinese
SUCN-IS6	Samuel	Lao	PG	MTC SOL	Male	Chinese
SUCN-IS7	Margaret	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS8	Ruby	Malaysia	PG	MTC SOL	Female	Chinese
SUCN-IS9	Nichole	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS10	Orlando	Pakistan	PG	CLBM	Male	English
NEUK-IS1	Amy	China	PG	TESOL	Female	English
NEUK-IS2	Kevin	China	PG	TESOL	Male	English
NEUK-IS3	Jane	China	PG	TESOL	Female	English
NEUK-IS4	Doris	China	PG	TESOL	Female	English
NEUK-IS5	Cecilia	China	PG	TESOL	Female	English
NEUK-IS6	Betty	China	PG	TESOL	Female	English
NEUK-IS7	Grace	China	PG	TESOL	Female	English
NEUK-IS8	Vincent	US	PG	TESOL	Male	English
NEUK-IS9	Isabella	Thai	PG	TESOL	Female	English
NEUK-IS10	Harper	Saudi	PG	TESOL	Female	English
NEUK-IS11	Fiona	Saudi	PG	TESOL	Female	English
NEUK-IS12	Elaine	China	PG	TESOL	Female	English

Table 3.4 Profiles of the Student Participants for the Semistructured Interviews

There are usually a large number of ISs in Applied Linguistics and Foreign Language Teaching programmes. For instance, according to previous enrolment records, ISs accounted for 85% to 95% of the whole student population on the MA ALT programme at NEUK over the preceding 5 years (NEUK, 2014). On the other hand, the figure showed a relatively lower percentage of ISs (20% to 33%) for the MTC SOL programme at SUCN (Table 3.5).

However, compared to other programmes at SUCN, this programme is regarded as a highly

“international” one, since the IS population accounts for only 2% of the whole student population across SUCN’s 150 programmes (SUCN, 2013).

Academic Year	Number of Chinese students enrolled	Number of ISs enrolled
2010	61	30
2011	53	17
2012	54	14
2013	56	16

Table 3.5 Student Population on the MTCSOL Programme at SUCN between 2010 and 2013

However, the number of ISs enrolled on the MTCSOL programme at SUCN decreased unexpectedly from 16 in 2013/2014 to 5 in 2014/2015. Even though all five of the ISs participated in the study, the sample size was still too small. In order to obtain a proper sample size to conduct the research, the research sample pool was extended to the whole School of Humanities, with an emphasis on Chinese linguistic programmes. Therefore, one IS from the Master of International Marketing and Chinese Language programme and four undergraduate ISs from the Chinese Language and Literature programme were enrolled for the study. The extended sampling pool falls within the research design, since all the participants experienced the same teaching and administrative routines in the same department. All 12 ISs on the TESOL programme were enrolled at NEUK participated in the study.

All of the programmes have similar language competence requirements for ISs. To be more specific, the MA ALT programme at NEUK required a minimum score of 6.5 in IELTS while the MTCSOL programme and undergraduate programme at SUCN required a minimum level of five in the HSK test. Consequently, the language requirements ensured that the participants had sufficient language competence to carry out daily communication and interactions during their studies as ISs (Andrade, 2006; Taha & Cox, 2014). In addition, the taught programmes required students to attend classes and learn modules, which provided the ISs with more opportunities to interact with HSs in the multicultural classroom.

Strictly speaking, there was only one additional criterion for participant recruitment other than of the disciplinary requirement, namely “taking the first-year degree programme in a foreign country”. It was clearly stated in the information sheet that participants should be in the first-year of their degree programme in the host country. This restriction was set on an assumption

that students with overseas education experience are more interculturally competent than those who have never studied abroad (Hammer, Bennett, & Wiseman, 2012). If the ISs were more experienced sojourner students, the revealed impacts of institutional strategies of internationalisation on ISs' IC development would become less valid and reliable, since some of them might already have built up a stock of IC through previous overseas learning experiences.

Limitations of Sampling

One sampling limitation which is not easy to avoid but worth noting is that the participants themselves were subject a bias in that ISs who chose to participate in the study may be more interested in internationalisation or the development of their IC than those who chose not to participate in the study. They may also deliberately seek out opportunities to develop themselves during their study abroad. However, it was not possible to persuade those who did not want to participate to participate in the study to do so. However, since the purpose of this project was to collect as many ISs' experiences as possible, it was beneficial to recruit those participants who were already interested in this area.

Another limitation may come from the extended sampling pool at SUCN where undergraduate students were recruited. Since undergraduate students might not be as mature and their language proficiency not be as good as that of master's students, undergraduates might not reflect as deeply as master's students on their experience or contribute enough to the interviews due to the limitation of language. Bearing this limitation in mind, interview questions were repeated to ensure the interviewees fully understood them and probing question were used when interviewing undergraduate students to elicit deeper answers from them.

2) Interview Procedures

Longitudinal interviews, as one of this study's major data collection techniques, were conducted in the academic year of 2014/15 at both locations over a period of 10 months. Three rounds of semistructured interviews were conducted with 10 ISs at SUCN and 12 ISs at NEUK during this period. Apart from one participant missing the third round of interviews due to dropping out of the degree programme, all the interviews were successfully completed. Therefore, a total number of 65 interviews were conducted with the participants.

Three stages of interviews were conducted with every participant at a specified time during their degree programmes, with the aim of exploring the evolution of their learning and living

experiences at a foreign university. These interviews enabled the tracking and recording of the ISs' formal and informal university experiences when studying at the case universities. In addition, the interviews served to reflect and reveal the on-going institutional efforts in international teaching and learning.

The first round of interviews was conducted two weeks after the ISs' enrolment in their degree programmes. Interviews were scheduled according to the research timeline, while also attempting to be as convenient as possible for the participants. The interviews were either conducted in an empty classroom or a quiet café which could provide a relaxing atmosphere where the participants could share their experience freely. Face-to-face interviews were conducted as described above. Due to geographical issues, the second round of interviews with participants at SUCN was conducted via Skype.

The interviews were usually controlled to last between 45 and 50 minutes, which required the interviewees to be informative but concise. Therefore, an elaborate schedule of interview questions was required.

3) Interview questions

Rather than a list of fixed interview questions, guiding questions were used in the three rounds of semistructured interviews. A full list of the guiding questions for each round of the interviews is presented in Appendices D, E, and F. Considering the three research questions to be answered through the interviews, the primary areas investigated were categorised as the following four topics:

- Formal and informal learning experiences at a foreign university;
- Universities' and staff's efforts in their student lives;
- Perceptions, understandings, and expectations of internationalisation;
- Reflections on IC development and further demands.

These categories of guiding questions were determined to accord with the three research questions, while the specific guiding questions were formulated on the basis of the analysis of the fieldwork findings.

Before starting the formal interviews, the interview questions were discussed with my two supervisors and other researchers in this area. We anticipated whether the wording was clear, so as to avoid misleading or compelling interviewees to follow a particular avenue of response (Cohen, Manion, & Morrison, 2011). In this way, the potential problems of individual interviews were identified and minimised.

Every guiding question was designed after analysis of the documentary data and the observation diary produced from upfront fieldwork at each case university, so as to obtain the most relevant information from the study's interviewees. For example, fieldwork at SUCN revealed that ISs were taught separately from HSs. Therefore, the guiding question "Do you have classes with home students?" was designed within the category of "formal and informal learning experiences in the foreign university" to inspire the participants to share opinions about this particular situation.

The documentary data collected during the fieldwork also contributed to the design of the interview guiding questions related to ISs' perceptions of internationalisation. For instance, it was revealed that both institutions have internationalisation strategies which ISs considered inaccessible or inconspicuous. With this consideration in mind, the guiding questions related to ISs' perspectives on internationalisation were designed to be open and general in the first two rounds of interviews so that the participants could talk about their experience and perceptions freely.

In each round of interviews, the predesigned guiding questions on the list were asked and discussed selectively so that ISs were inspired to share information about their university lives from as many aspects as possible. ISs' formal and informal learning experiences, therefore, unfolded through answering these guiding questions with specific examples.

As the interviews were conducted at different stages in the academic life of the participants, the interview questions varied accordingly. For example, as a warm-up question ISs were asked to introduce their education background and motivation for studying abroad in the first interview, while they were asked to briefly comment on their learning and living experiences in the last two rounds of interviews. Guiding questions were then asked and questions about certain topics were also modified according to the level of the participants' understanding. For instance, the participants were asked to share their "expectations" of internationalisation in the first round of interviews because they were not familiar with either the term or the concept. "Expectations" was changed to "perceptions" in the next two rounds of interviews because the participants were some months into their degree programmes and it was expected that they had become more familiar with that term. The participants were also asked to explain or reflect more deeply on a specific topic.

Additionally, previous interview answers that each participant had previously given were used to modify the questions for the subsequent interviews. For instance, certain opinions or

situations were highlighted for each participant and interview questions for the following interviews were modified to track the updated status of those areas. The participants' IC development was monitored and tracked using this technique.

Moreover, the problems and difficulties, such as unpleasant experiences with admin. Staff that ISs had mentioned in their previous interviews could also be tracked and followed up on in the subsequent interviews. A historical record of the learning experience and perceptions of each participant was then produced through the longitudinal interviews.

4) Concepts and models introduced to the participants

A number of key concepts and models were introduced to the participants at the beginning of the interviews to help them to become familiarise with the research. These introductions provided them with background information through which they could track their own experience. For example, the participants started to recognise the ability to communicate with people from different cultures as IC after the concept of IC was explained. The following paragraphs explain how these concepts and models were introduced to the participants.

a. Deardorff's (2006) IC model

As discussed in the literature review, this study adopted Deardorff's (2006) IC model as a technique for measuring internationalisation operationalisation together with its five elements: "attitude, knowledge, skills, internal and external outcome of IC" and as a set of tracking criteria for the participants to check against their own IC development.

The definition of IC and Deardorff's (2006) model were introduced during the first round of interviews, because most of the participants were not familiar with these concepts. The interviewees were first given a printout of Deardorff's (2006) model along with an explanation for each element and the explanations provided in the model. Questions designed to reveal the participants' IC status were then asked for each of the five elements. Since the participants had just started their degree at a foreign university before the first round of interviews, their IC status was considered relatively low. The interview questions designed for this period focused on the self-evaluation of their own status and their expectations for development in the future. The participants were also asked to give themselves a score between 10 and 100 to quantify their own status on each element.

As the participants experienced more through their studying and living at a foreign university, they developed their IC to a greater or lesser extent. Interview questions about IC development in the second round of interviews focused on their updated IC status compared

to the first round of interviews. The marking system was very helpful in both direct tracking the participants' IC status and inspiring them to share why their scores had changed. In the last round of interviews, the participants were asked to give a final mark for each element and share their opinions as to how and why the marks had changed throughout their degree programme.

b. HEA (2014) framework of IHE

IHE and its framework at an institutional level were also unfamiliar to the participants. However, in order to avoid asking leading questions, the HEA's (2014) framework of IHE and its six aspects were introduced to the participants at the end of the last round of interviews.

Without a given definition of internationalisation, ISs were asked to express their understanding of it based on their formal and informal learning experiences at the case universities. More specifically, questions about internationalisation were asked after the discussion of ISs' learning and living experiences. This arrangement ensured that ISs' shared perceptions of internationalisation were based on their own experiences at the case universities, rather than on the provided categories of specific aspects of the internationalisation process at an individual level. Therefore, their perceptions of internationalisation, especially those gained from the 1-year degree programme at the case universities, are very valuable for studies on the operationalisation of internationalisation at an institutional level.

After the HEA framework was introduced to the participants, they were asked to reflect on their experiences against the stated purpose and six aspects of the framework. They were also asked to share their experience and, most importantly, opinions on the institutional efforts of internationalisation operationalisation. These data are valuable for universities which strive to improve their internationalisation operationalisation.

3.3.4 Limitations of the Data Collection

The following paragraphs discuss potential limitations regarding the data collection process which may have affected the quality of this study.

First, individual interviews as the main data collection technique adopted in Phase two (the longitudinal study) of this study were homogeneous, whereas several other research methods were available to collect ISs' university experience and perspectives on internationalisation. For example, a focus group also allows in-depth information gathering, free responses, and

flexibility in empirical studies. Compared to individual interviews, a focus group has the advantage of revealing the interactions within the in-depth group interview, which could be useful for generating perceptions on a defined environment (Kreuger 1998, p. 88). Using a focus group would be especially beneficial in a pilot study or in upfront interviews. Since the present study did not adopt pilot interviews and a focus group as data collection techniques, a more careful design of the interview questions was needed. Triangulation with the other informative data collection methods (documentary data and observation) was, therefore, used to overcome this potential limitation.

Secondly, the bilingual research design of this study indicates another limitation of the data collection process. Chinese was adopted as the major research language since 9 of the 10 participants at SUCN, and 8 of the 12 participants at NEUK speak Chinese. The interview questions were designed in both Chinese and English and were cross-checked to ensure the most accurate translations. However, there might still be differences in meaning because perfect translation between different languages (especially languages as different as Chinese and English) is extremely hard to come by. English was adopted as the research language for those who did not speak Chinese and interview questions were repeated if the participants were unsure or confused. However, limitations still exist due to the English proficiency and comprehension of both the researcher and the participants.

Additionally, due to an unexpected drop in ISSs recruitment on the MTCSOL programme, the sample group had to be extended to undergraduates in the same department. Even though the sampling did not affect the research's focus of reflecting the institutional IHE operationalisation practices or exploring ISSs' university experience, the lack of maturity and Chinese proficiency of the undergraduates may have affected the accuracy of interview data.

Finally, due to personal issues, one of the participants at SUCN dropped out of the degree programme after the second round of interviews. However, since she had finished the first semester on the MTCSOL programme and had similar experiences with other participants, the data collected from the first two rounds of her interviews were still valid and informative. Since this participant was interviewed only twice, her personal file within the longitudinal file was not completed as planned. This limitation is related to the participant's personal decision to quit the degree programme and she informed the researcher before the second-round interview was conducted. A short conversation was arranged with the participant as soon as the researcher was informed of her decision, in order to explore the reason for the withdrawal.

The participant was interviewed after she expressed her willingness to be interviewed. The interview data were still valuable and informative, since she had finished the first term of study and was, therefore, able to share her experience of studying and living at the case university for a period. During the interview, the participant shared some unpleasant learning experiences. She was also offered help and further consultation with the researcher on behalf of the department, as a discussion with her tutor granted this permission. Caring and comforting efforts were also made after the interview, aligning with the ethical guidance provided by BERA (2011), specifically in terms of responsibilities to participants.

3.4 Data Analysis Process

In qualitative research, the specific question that is being answered only becomes apparent through the analysis of data (Braun & Clarke, 2006, p. 57). In fact, even though numerous patterns can be identified across any dataset, the purpose of analysis is to identify the data relevant to answering a particular research question. In this study, content analysis was adopted as the initial technique for documentary data analysis. Thematic analysis was used in the interview transcript analysis. This section illustrates how the two analysing techniques worked together to facilitate effective analysis of the qualitative and documentary data collected from the fieldwork and individual interviews.

3.4.1 Content Analysis for Documentary Data

To identify certain words or concepts within texts or sets of texts, Krippendorff (2004) recommended content analysis (CA) as a research tool through which the presence and meanings of those concepts, including the relationships among them, can be revealed. The researcher can then draw inferences from them within the particular contexts of which they are a part (Busch et al., 1994, 2012). As Silverman (2006) suggested, content analysis is used particularly in the process of organising and reviewing official documents. It is a tool to demonstrate the presence and frequency of concepts represented by words or phrases in a text, even in qualitative research analysis. However, content analysis possesses a much broader application as a data analysis method. Bowen (2009) claimed that qualitative CA can be used with all sorts of recorded communications, including documents, discourses, protocols of observations, and interview transcripts.

In this study, a specific type of content analysis – conceptual content analysis – was used to identify the emphasis of the institutional strategies of internationalisation. CA was also used

to quantify the frequency with which the terms “IC” and “ISs” were mentioned in the international strategies of both case universities.

In fact, the documentary data analysis in this study was inspired by qualitative content analysis, which provided a rationale for conducting “selective analysis” among all the documents collected from fieldwork, thus narrowing down the scope of sampling through coding with specific themes in the collected documents. Examples of coding documentary data can be found in Appendix I. As a consequence, CA was adopted in the analysis of the manifest content of the material, as the name suggests. It also contributed more when it was combined with “thematic analysis” in the process of analysing the interview data.

3.4.2 The Rationale for the Thematic Analysis Approach

The thematic analysis (TA) approach was adopted for the interview data analysis. The following paragraphs illustrate why and how TA was used and related to issues in the data analysis process.

TA, according to Braun and Clarke (2013), is essentially a method for identifying and analysing patterns in qualitative data. However, it is also increasingly used in qualitative social science research, as it efficiently organises and describes the dataset in (rich) detail (Boyatzis, 1998). As Braun and Clarke (2006) claimed, TA offers a “more accessible form of analysis”, since it does not require the detailed theoretical and technological knowledge of approaches such as grounded theory and discourse analysis (p. 8). Therefore, it is a user-friendly analysis method for interview data for early-stage qualitative researchers.

TA is useful as a “basic” method because it works with a wide range of research questions, from those about people’s experiences or understandings to those about the representation and construction of particular phenomena in particular contexts (Clarke & Braun, 2013). Overall, the thematic focus in the analysis of both sets of qualitative data was students’ perceptions and experience of internationalisation while studying at a foreign university. In the analytic practice, theme identification is of initial importance, because it may affect the reliability and validity of the qualitative study. However, theme identification is considered one of the biggest challenges of TA, because there is no universal solution. Considering the importance and difficulties of theme identification, an explication of the techniques used to generate themes is necessary if researchers want to maximise the clarity and trustworthiness of their research (Ryan & Bernard, 2003).

Saldaña (2010, pp. 21-22) suggested that researchers should keep the research questions and aims of the study in mind when analysing the data. Bearing the three research questions in mind, the interview data in this study were coded and reported together to answer the relevant research questions. In terms of the analytic practice, TA guidelines recommended by Braun and Clarke (2006, 2013) were followed, because they provide step-by-step guidance for carrying out TA (See Table 3.6).

1. Familiarisation	becoming intimately familiar with the data, reading and re-reading the data and noting any initial analytic observation
2. Coding	generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis
3. Searching for themes	an active process that collates all the coded data relevant to each theme
4. Reviewing themes	checking that the themes ‘work’ in relation to both the coded extracts and the full data-set
5. Defining and naming the themes	conduct and write a detailed analysis of each theme, identifying the ‘essence’ of each theme and constructing a concise, punchy and informative name for each theme
6. Writing up	an integral element of the analytic process in TA and most qualitative research

Table 3.6 The Six Phases of Thematic Analysis (Braun & Clarke, 2006)

The following section describes a number of important issues involved in the data analysis process, including transcribing, translating, coding, and member checking.

1) Transcribing

The audio-recorded interviews must first be transcribed into text-based data which can be subsequently analysed. In this study, the researcher transcribed the 65 individual interviews in the original interview language. As the sole researcher and interviewer of this study, this transcribing allowed consistency in the understanding of the dataset, including each ISs’ personal file from the longitudinal interviews. The recorded interviews were immediately transcribed after each interview so that the memory of the interview was still fresh, nonverbal expressions could easily be recalled, and better understanding of the interviews could be achieved. A further reason why immediate transcription of interview data was considered necessary in this longitudinal study was that each round of the interview transcripts could provide valuable information for the next round of interview data collection.

Transcribing as part of the data analysis helps the researcher to familiarise herself with the interview data and note initial analytic observations (Braun & Clarke, 2006). This study’s printed transcripts were edited carefully and consideration was given to later coding and analysing. The transcripts were formatted with wide margins on both sides for noting and

initial coding. Interesting points were highlighted and commented on before the actual coding stage.

2) Translating

In the process of data analysis, another issue of transcript validation needed to be considered carefully, namely the translation of both documents and interview data in this bilingual research context.

As noted in the section on data collection, the majority of the individual interviews were conducted with Chinese students or participants who spoke Chinese, whereas only five participants were interviewed in English. Since the interview data were transcribed into the language used in the interview, the raw data of this research were in two different languages. Considering the fact that the findings were to be presented in English, translating was an important issue in this bilingual research. The main issues were “How much data should be translated? And when should it be translated?”

Regarding bilingual research and the translation it involves, Lincoln and Gonzalez (2008) stated that it is important to present data in its natural language and make it accessible for readers of the language. On the other hand, Durdureanu (2011) argued that it is not possible to literally translate words between cultures, because languages and people are shaped by their cultures. Consequently, the original language was kept during the data analysis process. Instead of a full translation of the whole data, only the extracts presented in the thesis were translated into English, thereby reducing the possibility of losing and misinterpreting the original meaning of interview data.

To ensure the quality and reliability of this bilingual study, back translations were carried out as and when considered appropriate. Back translation is a procedure whereby a translator translates a text which has been previously translated by another translator back into its original language. Back translation is usually a very helpful tool for verifying translation quality in the context of cultural differences. Therefore, applying back translation in the research improves the reliability of the translation.

3) Coding

In this study, all of the raw data were analysed manually without software such as NVivo. After taking two training sessions of Nvivo, I gained a general idea of the strength of this software and how to use it. In a HASS training session on qualitative data analysis provided

by the university, I was informed that conducting data analysis manually is also appropriate if the dataset is not very large. Manual data analysis also provides a researcher with extra opportunities to become familiar with the data. Furthermore, when using manual analysis, I could see the relationships among all the data more clearly and, therefore, analyse it better. Following these considerations, I decided to analyse the data manually.

I then started to learn some practical strategies to analyse data manually; there “coding” emerged as a key method which was worth considering carefully. Smith and Davies (2010) argued that although coding does not constitute the totality of data analysis, it is a key method to organise data so that the underlying messages portrayed by the data may become clearer to the researcher (p. 155). Saldaña (2013, p. 17) gives practical advice on the coding process. He suggested typing the data on the left two-thirds of a page and leaving the remainder on the right of the page open for notes. Following that advice, the interview transcripts for this study were printed with extra margins on both sides, leaving space for the initial coding and comments for each extract of the interview data.

The data analysis was guided by the research questions. During the coding stage, all of the relevant data were coded and reported together so that the research questions could be answered on the basis of the interview findings. The step-by-step instruction of Braun and Clark (2006, 2013) was followed here, with emphasis on steps two to five (Table 3.6).

The interview data were coded by highlighting interesting points and commenting in the margin on the right side of the page following Gale’s (2013) illustrative example of TA coding strategy. There are two rounds of coding at this stage. The first round followed the data-driven approach, in which interesting perspectives shared by the interviewees are highlighted. The second round is a theory-driven approach in which issues and opinions related to the research focus are noted. The two rounds of coding allowed the presentation of ISs’ original meaning in the interviews, and also narrowed down the scope of further analysis on the textual data.

Table 3.7 below provides an example of open coding from a participant at NEUK discussing her perception of internationalisation at the institutional level.

Coding labels	NEUK-IS11-Fiona	Notes and Ideas
Student population	215 Q: Which kind of higher education do you think is internationalised? What	IHE means varieties in student population
People & culture	216 do you think it should like for an international university?..	
	217 A: Well. <u>International is having students from different parts of the world.</u>	
	218 <u>They know how to deal with different people from different parts of the</u>	
University efforts of IHE	219 <u>world. It has to have the ability to get people together and be happy..</u>	The university's awareness of coping with students from different countries
	220 Q: What do you think if NEUK is trying to internationalise your studying	
	221 here?..	
	222 A: <u>I already can see things that they are trying to do. They have Arabic;</u>	
	223 <u>sometimes you can see Arabic signs around the university. It is nice to see</u>	Arabic- on campus (yes)
	224 <u>something like this.</u> I don't know for some reasons I think may Arabs come	
	225 to UK for so many years, <u>but Arabs don't seem to have any influence. They</u>	
	226 <u>are not important. They pay more attention to Asian people.</u> ..	
IHE Negative experience	227 Q: Have you looking for some equality and respect?..	Arabic<< Asian. University more for Asian...
	228 A: Yes. I give you an example. When I fill out a form and it says what's your	
	229 language for example. It gives your all the languages, like English, but it	
	230 won't give you Arabic. You have to choose others. Why they don't include	
	231 the Arabic, <u>I know they can't write all the languages. At least, Arabic is a</u>	Assume Arabic's (her own) should be emphasised more in IHE context.
	232 <u>major language. But they don't have it,</u> for example, in my children's school.	
	233 It is the same in the university. ..	
	234 Q: So you mean if the university is internationalised, the university should	
IHE expectation	235 consider everyone equally and respect them and get them together very	Note: cultural groups are different from each other, UNIVERSITY should get people together
	236 well? ..	
	237 A: Yes, and they can also find ways for people, for some people they are not	
	238 social. For example, for some of the Saudis, we don't like Chinese. And for	
	239 the Chinese, they don't like Arabs. <u>There is a way where people can get</u>	
	240 <u>together..</u>	

Table 3.7An Example of initial coding and Notes in the TA Process

Stages 3 to 5 were conducted at the same time during the analysing process, since it is a recursive process rather than a linear one (Braun & Clark, 2006). The TA framework method for the management and analysis of qualitative data summarises the data in a way that can support answering the research questions (Gale et al., 2013). It supported the TA of the interview data, where themes were generated. During this process, all the informative segment of the data (Boyatzis, 1988) – the codes – from the printed interview transcripts were reviewed and generated into themes and subthemes, which were then used to present interview data systematically.

It is widely recognised that one of the potential problems for TA is researcher bias in data analysis. A number of coding strategies in practice are believed to be helpful in minimising researcher bias and enhancing the reliability of qualitative data analysis. Examples of coding strategies were given by May and Pope (1995), such as coding the transcripts “by more than one researcher” and “organising an independent assessment of transcripts by additional skilled qualitative researchers and comparing agreement between the raters” (p. 110). Thus, a second qualitative researcher with a different research background was asked to code two extracts of the transcript (See example in Appendix J). The two codings were then compared with the original coding. Both codings showed similar highlighting of areas of the text, and the coding notes focused on similar issues. Researcher bias on data interpretation was minimised in this way.

4) Member checking

Data analysis is examined by evidencing the systematic processes – here termed organising, coding, writing, theorising, and reading. After the research had written the first draft of this PhD thesis, the participants were invited to review the excerpts on interview data interpretation and comment on any misinterpretation of their original answers. Since the findings are only available in English, the five participants who were interviewed in English were invited to review the excerpts from their interviews. Two of them replied with their availability to do the member checking. The two respondents provided positive feedback and comments of my findings in general. Where inconsistencies occurred, I reflected on my analysis and slightly adjusted the wording of my interpretation, for instance, adding qualifying comments like “probably” and “not that much”, as suggested by the participants. Conducting the member checking helps to ensure that the research results become more reliable as it helps to reduce any possible bias in data interpretation.

3.5 Methodological issues

After described the data collection and analysis procedure, this section now discusses a number of methodological issues which cropped up during the research process. Special attention is paid to ethical issues, trustworthiness, and reflexivity due to the impact they have on the character of a qualitative study. At the end of this section, there is a brief discussion on the limitation of this study from a methodological perspective.

3.5.1 Ethical Issues

Ethical considerations are extremely important in education research and all researchers should ensure that their research is conducted in an ethical manner (Basit, 2010). Ethics has been defined by Simons (1995) as the “search for rules of conduct that enable us to operate defensibly in the political contexts in which we have to conduct educational research” (p. 436). Due to the fact that the research subjects in this research are people, every attempt had to be made to adhere to relevant ethical principles. Respect for participants generally includes voluntary informed consent, understanding of the research process (especially video-based research), and confidentiality. All these ethical issues were taken into serious consideration in this research. A detailed proposal specifying how the research would be carried out in an ethical manner was submitted to the departmental Ethics Advisory Committee at NEUK and SUCN. Both institutes approved the research project in 2013. Informed consent was gained and BERA’s (2011) ethical guidelines (second version) were followed throughout the study. Although part of the study was conducted outside the UK, this study adheres to the same BERA ethical standards (p. 5). Kvale (1996) summarised three main ethical issues for individual interviews, namely informed consent (written or oral), confidentiality, and the consequences of the interviews (pp. 111-120). The following paragraphs describe the ethical procedures used throughout the research.

1) Informed consent

It is acknowledged that getting participants’ informed consent is an essential step in conducting ethical research (Bryman, 2016; Kvale, 1996). By giving consent, the participants acknowledge what kind of involvement is expected from them, how the data will be dealt with, and whether there is any risk involved (Basit, 2010). It was in the process of interviewee recruitment that I distributed a written information sheet (Appendix C) about my research project in both research languages; it explained the research aims and the manner of participation.

Before each interview, I explained these principles to participants again in brief and showed them a consent form (see Appendix B), which the participants were asked to sign before the first round of interviews. In the consent form, the participants were informed not only that the interviews would be audio-recorded but also about their right to refuse to answer any particular questions during the interview and to withdraw freely from the research at any time. Confidentiality information was included in the consent form and confirmed to the participants that all of the findings in this study would be presented anonymously.

2) Confidentiality

In reporting findings, confidentiality is an overriding ethical concern. Anonymity, nonidentifiability, and nontraceability are addressed in the data presentation of this study. The names of the interviewees and the names of their university and modules were presented in code. Interviews were audio-recorded with the permission of the interviewees. However, to protect participants' confidentiality, all quotations in the thesis, as stipulated on the consent form, were anonymised. Each participant was given a common English name and personal identity information was omitted (See profile of the interviewees in Table 3.4), so that the confidentiality of the interviews was assured to the extent that the guidelines demand.

However, I have to admit that the information in this study is not completely untraceable. For instance, the nationalities of some students could give away their identity, given that the study included a single male Lao student and only one American student whom I recruited from the TESOL programme.

Ultimately, I was able to omit their identity and nationality for the purpose of anonymity. However, as this study is related to tracking ISs' IC development, the student's origin and cultural background are an essential element to consider and should not be omitted.

Therefore, the question of how to balance protecting participants' privacy and the integrity of the findings arises (Giordano et al., 2007; Heggen & Guillemin, 2012). In this study, I tried my utmost to protect the interviewees' privacy and anonymity through the BERA ethical procedures, including the responsibilities specified to participants (as described in the following section).

3) Responsibilities to participants

The BERA (2011) ethical guidelines for educational researchers were followed during the empirical study and the responsibilities to participants were considered carefully. For instance, as clarified in the consent form, the participants were informed of their right to

withdraw from the project at any point without having to give reasons. An offer was also been made to discuss any issues or concerns regarding the interviews and the study with me. Also, in the process of data collection, effective communication throughout the three rounds of interviews was maintained to avoid fall-off among the respondents (Cohen et al., 2007). I also kept effective communication with administrators at both case universities throughout the whole research process to ensure a standardised procedure for interviews. Consequently, the vast majority of the 22 participants remained committed to the research, with only one (given the nickname Teresa) dropping out of the research for personal reasons which led her to end her studies.

Before undertaking the second round of interviews, Teresa told me that she had decided to drop out of her programme from the second semester so that she would probably not be able to finish all three rounds of interviews. After discussing this situation with her and asking her permission, she consented to doing the second round of individual interviews via Skype (as with the other participants). During the interview, she shared her perspectives on IHE and university experience during the first semester at SUCN. Regarding her decision to withdraw from the degree programme, Teresa revealed that she was having unpleasant learning experiences and difficulty relating to academic life. After the interviews, I asked if she needed any further help from me or her tutors. Teresa did not expect more assistance from university staff. This action also adhered to the ethics of respect in BERA's (2011) guidelines on researchers' responsibilities to participants (p. 5).

3.5.2 Reflexivity

Berger (2015) suggested that reflexivity is a major strategy for quality control in qualitative research (p. 219). Reflexivity is crucial throughout all phases of the research process, including the formulation of research questions, collection and analysis of data, and drawing conclusions (Bradbury-Jones, 2007; Guillemin & Gillam, 2004). Researcher bias was reviewed as a problem affecting the trustworthiness, truthfulness, or validity of the findings (Cohen & Crabtree, 2008).

Bearing these ethical principles in mind, I, as a researcher who is also an international student myself, should reflect on my roles in this project. For example, during the interviewing process, being self-reflective helped me to identify questions and content that I intended to emphasise, and to become aware of my own reactions to interviews, thoughts, emotions, and their triggers (Berger, 2015, p. 221).

Understanding myself as not only a researcher but also an international student affected my access to the “field”, because interviewees may be more willing to share their experiences with someone whom they perceive as sympathetic to their situation (De Tona, 2006).

Additionally, some effort was made to maintain a good rapport with the interviewees to ensure the honesty, depth, richness, and scope of the data, which is considered another effective approach to address the validity of qualitative research (Bisit, 2010, p. 64). Several key elements proved to be helpful in building a good rapport. First, an initial greeting e-mail was sent which outlined the project, interview schedule, and flexibility in terms of dates, times, and locations for the interviews. Secondly, having written consent forms helped interviewees to feel relaxed and to be well-informed before consenting to participate in the research. On the other hand, efforts were also made to avoid “over-familiar” contact with the participants due to the risk that some interviewees might not take the interviews seriously (Cohen, Manion, & Morrison, 2007).

3.5.3 Trustworthiness

Qualitative research methodology has been criticised for lacking rigour, transparency, justification for data collection, and the analysis methods used and hence the integrity of its findings (Hadi & Closs, 2016). Although the issues of “judging the quality” of qualitative research have been debated extensively in the methodology literature, until recently there has been little consensus on what constitutes a good and trustworthy qualitative study (Hadi & Closs, 2016).

Cohen and Crabtree (2008) generated seven criteria for good qualitative research using a cross-publication content analysis. The first four criteria are: 1) carrying out ethical research; 2) the importance of the research; 3) the clarity and coherence of the research reporting; and, 4) the use of appropriate and rigorous methods. These four factors are considered common criteria for good quality research. The other three are: 5) the importance of reflexivity or attending to researcher bias; 6) the importance of establishing validity or credibility; and, 7) the importance of verification or reliability. These factors are seen as important divergent perspectives on “how these criteria should be applied to qualitative research” (Cohen & Crabtree, 2008, p. 331).

In addition, there are more widely acknowledged considerations for the evaluation of qualitative research. Cuba and Lincoln (1985) generated four criteria to judge the trustworthiness of a study: credibility, transferability, dependability, and confirmability.

These factors are modelled on the criteria used in quantitative research (internal validity, external validity, reliability, and objectivity).

As preceding discussion on the quality of qualitative research indicates, current understandings of the reliability and validity of research, from perspective of qualitative researchers, are conceptualised as trustworthiness, rigor, and the quality in qualitative research (Rolfe, 2006). The following paragraphs describe how I endeavoured to conduct a trustworthy qualitative study, inspired by Lincoln and Guba's (1985) set of procedures for ensuring trustworthiness, including prolonged engagement, persistent observation, triangulation, peer debriefing, member checks, and thick description. These recommended procedures are not covered in any one specific list of factors. Instead, several methodological strategies were employed to ensure the trustworthiness of this study.

First, with regard to data collection (See section 3.3), this study was designed as a longitudinal study, which afforded me persistent observation and prolonged engagement at both case universities. Through the upfront fieldwork and frequent school visits during the interview process, prolonged engagement contributed to the identification of "those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail" (Lincoln & Guba, 1985, p. 304).

Secondly, triangulation is a qualitative research strategy to test validity through the convergence of information from different sources and research methods, thereby developing a comprehensive understanding of phenomena (Patton, 1999). Denzin (1978) and Patton (1999) identified four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation (as cited in Carter et al., 2014).

From these four types, method triangulation and data source triangulation were adopted as a joint tool to improve the quality of this research. Taking the data collection sources as an example, documentary data, especially those with statistics, were collected not only from university websites but were also complemented by information from other sources and organisations, including local newspaper reports and reports by educational agencies. In terms of each university's IHE strategies and efforts, the university's official statements were analysed in correspondence with the two national government's strategic policies in the area of IHE.

Regarding method triangulation, this research adopted two research methods to triangulate information and data in order to support and balance each. The interview guiding questions used in the longitudinal study were mostly generated from the upfront fieldwork findings. Also, in the individual interviews, a number of guiding questions were repeatedly asked in different forms to ensure that the participants were sharing consistent and accurate answers relevant to the interview questions.

It is also claimed that the way to achieve validity and reliability in research is affected by the qualitative researchers' perspectives. Triangulation is, therefore, used to eliminate bias and increase the truthfulness of a researcher's proposition about a social phenomenon (Denzin, 1978; Yeasmin & Rahman, 2012). Several techniques were applied to avoid misperception of interviewees' statements, such as asking for clarification. Efforts were also made throughout the interviews to ensure interviewees' answers were consistent with the interview questions. When any inconsistency was detected during the interviews, questions were repeated or broken into subquestions. Efforts at triangulation such as these are believed to be "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000, p. 126).

Thirdly, in addition to the member checks noted in section 3.4.2, debriefing efforts were also made to enhance the quality of this study. For instance, I took advantage of international conferences and institutional academic activities, such as seminars and annual departmental conferences and panels, to present my research and collect feedback and suggestions from senior researchers in the field of education, as well as other doctoral research students. These debriefings, although limited in time and occasion, nevertheless helped me to develop a deeper understanding of the data and to sharpen the focus of my data analysis.

3.5.4 Limitations of the Research Design

Limitations cannot be ignored when evaluating the quality and trustworthiness of this study. Although a number of possible limitations were noted in the description of the research and data collection procedure, there is one more limitation which needs to be acknowledged.

Taking Deardorff's model as the sole method of assessment is identified as the main limitation of this study, as it means a lack of theory triangulation, since Deardorff's (2006) IC model was not the only theory in the IC field that could have been adopted as a technique for students' self-reporting of their IC development. A number of other techniques of IC measurement, such as MPQ and IDI, were reviewed in chapter 2. These techniques have been

utilised in the study of IC-related fields. The decision to adopt Deardorff's model for this study lies with the consideration of research purposes. The research aim is to explore the impact of IHE strategies on ISs' IC development. Deardorff's IC model is specifically designed with the HE context in mind and the five elements of this model were particularly useful to inspire participants to share more of their experience during the interviews.

However, adopting Deardorff's (2006) IC model and elements as the sole reference for ISs to reflect on may result in potential bias in terms of the students' perceptions. This potential criticism was considered carefully during the data collection process, in both the design and delivery of the guiding interview questions. To be more precise, in the discussion of ISs' IC status during the interviews, ISs were required to self-mark in accordance with the five elements of Deardorff's model (2006). The self-marking did not intend to quantify the ISs' IC development over time. In contrast, these self-evaluation marks were adopted as a reference for ISs in the interviews only when exploring the interview questions such as "Why do you think your knowledge element of IC developed during the last few months' studying at the case location?" The model, therefore, provided ISs with reliable reflection standards to specify their experience of IC development, which may have minimised student bias in perception to some extent (the table of ISs' self-marking results over time can be found in Appendix K).

3.6 Chapter Summary

This chapter described the study's research design and methodology and provided a logical and rational explanation of its data collection and analysis process. This process utilised upfront fieldwork at both case institutions, coupled with three rounds of individual interviews with ISs studying linguistic-related subjects at the two universities.

I discussed my choice of a case study with multimethod research approaches. An overview of the study and its timeline was presented in section 3.2.2, which provided other researchers and the audiences of this paper with a clear impression of how this study was designed to answer each of the three research questions using three types of data collection. Three types of data sources were collected: documentary data, semistructured interviews, and nonparticipant observations, to explore internationalised higher education institutes and the interaction between ISs and HSs in and after class. I then presented my data collection sources and procedure, reporting my rationale and a thick description of how I optimised the interview process with my own reflections on the limitations of data analysis (3.3.3 and

3.3.4). Different sources of data collection – a process of triangulation – allowed the research to deliver findings and conclusions that are more reliable and accurate (Yin, 2009).

Section (3.4) explained the rationale for analysing documentary data using content analysis and interview data using TA. Detailed description of how I carried out the TA was presented, with reference to Braun and Clark's (2006, 2013) step-by-step instructions. This chapter also discussed ethical issues, given the central importance of ethical considerations in empirical studies (3.5.1). The discussion of the criteria adopted for judging this research (reflexivity and trustworthiness) concluded the presentation of research methods (3.5.2 and 3.5.3). The final section of this chapter presented a reflection on the main limitation of the study, namely taking Deardorff's IC model as the sole method of assessment for ISs' IC development. This section also briefly clarified why this model was selected and explained how I aimed to avoid bias from the ISs' perspectives (3.5.4).

The thick description of the research process will permit other researchers to determine the trustworthiness of the research findings presented in the following four chapters. Chapter 4 presents the upfront fieldwork findings and chapters 5 to 7 provides the longitudinal findings related to the study's three research questions.

Chapter 4 Qualitative Findings from the Fieldwork

4.1 Introduction

Before presenting the qualitative findings from the three rounds of individual interviews, this chapter explores the ethnographic background data collected from the fieldwork conducted at both case universities. To be more specific, this chapter analyses the internationalisation strategies at both universities based on official documents and university programme information collected and reviewed during the fieldwork (See Table 4.1).

SUCN	NEUK
1. MOE: Outline of the National Medium and Long-Term Programme for Education Reform and Development (Outline)	1. Draft University Internationalisation Strategy 2010
2. Higher Education Law of PRC	2. Web communication about the internationalisation strategy University statement and efforts of IHE on its website, including the three objectives
3. University statement of IHE, including introduction to its overseas campus	3. Annual Finance and Performance Report 2013
4. Programme recruitment requirement and report	4. Programme recruitment requirements and module information from website
5. SUCN's response to "Outline" (MOE)	5. University brochure introducing degree programmes and students' prospects
6. Strategic plan to teach and administrate ISs, including syllabus and teaching plans of UG & M-TCSOL	6. Student population in the past 5 years in TESOL programme
7. Staff material for international education development	

Table 4.1 The documents reviewed in the fieldwork

Sections 4.2 and 4.3 present the fieldwork findings for the two case universities; the findings are based on the documentary data collected from the institutions as well as the fieldwork diaries which recorded the teaching and learning practices observed at each university. As I explained in chapter 3, the fieldwork was designed to provide background information on the two case universities and upon which the design of the specific interview questions in the subsequent part of this study was derived. A summary of the two sets of fieldwork data is, therefore, presented at the end of this chapter. The summary includes a brief discussion on how they are situated in the project and how they informed the subsequent section, namely the individual interviews with ISs.

4.2 Qualitative findings from the fieldwork at SUCN

An analysis of the internationalisation strategy at SUCN provided an overview of the institutional goals and so informed the design of the subsequent interviews. Different teaching and learning practices were recorded at SUCN than at NEUK, a finding that generates insights into the subsequent discussion on ISs' learning and living experiences. In addition to the fieldwork diaries, which recorded classroom observations, two staff consultation meetings at SUCN provided complementary findings to illustrate the research context. The following subsections demonstrate both the internationalisation strategies and the teaching and learning practices at SUCN.

4.2.1 Internationalisation Strategies

4.2.1.1 Overview

First, the fieldwork at SUCN aimed to collect institutional documents and official guidance related to internationalisation from the Chinese governmental authorities, primarily the Ministry of Education of the People's Republic of China (MoE). Detailed documents and statements related to the international strategies of SUCN were obtained from both the broad prospective statement published on its website and official documents on each programme that were provided by the university administrative staff. Analysis of these documents suggested SUCN's internationalisation goals had two emphases, namely, "raising the university's international reputation and impact", and "cultivating international competitive talents" (SUCN, 2014). Figure 4.1 illustrates a number of SUCN key internationalisation strategies devised to address these institutional goals. The following sections elaborate on the data that represent the international strategies under three subthemes: 1) SUCN reports on its self-positioning and efforts in the IHE process; 2) 'the curriculum revolution' efforts to fulfil IHE; and, 3) the specified education plans and support for ISs.



Figure 4.1 Institutional strategies of internationalisation at SUCN

4.2.1.2 Institutional statements which reflect SUCN's international awareness and positioning

SUCN positions its international perspective with a statement, since the university is proud to be “Part of the ‘2011 Plan’” – the latest programme launched in 2011 by the MoE to develop world-class universities (SUCN, 2014). Moreover, SUCN states that its international mission is “To become a well-known university worldwide, while being prestigious in the home country” (SUCN, 2014). These statements indicate SUCN’s long-term mission to become an internationally well-known HEI. On the university’s website, SUCN lists its mission statements; these include “enhancing international cooperation with universities from other countries”, and “making university students aware of and well-prepared for this globalizing world” (SUCN, 2014). Implementation of the international cooperation and curriculum revolution pathways are discussed in the following sections

International cooperation

SUCN enhances its international cooperation with HEIs in other countries by setting up overseas campuses. As noted on the university website, SUCN was the first Chinese university to be given permission by the MoE to set up overseas campuses. In 2011, SUCN built an overseas campus which was financially supported by the Chinese government in Laos. Although local students are recruited, the language of instruction at this campus is predominantly Mandarin, taught by Chinese academic staff, except for certain courses which the Laos government requires are taught in Lao (SUCN, 2013).

SUCN is also the first university to host an overseas branch of a Korean university. The format of cooperative education between SUCN and this university, which began, in 2005 is explained below:

The overseas branch of the Korean university is located in SUCN. Every term, a set number of undergraduates are picked as ISs that come to SUCN. SUCN, as the host university, provides the students with teaching and living resources. In this way, SUCN and this university are cultivating Korean students jointly through shared resources... (SUCN, 2015)

The outcome of this cooperative educational programme has been impressive, producing a large number of “Chinese proficient” graduates who work between China and South Korea in the fields of culture, education, and business. The Vice Chancellor of SUCN pointed out that this venture had greatly speeded up the internationalisation process of the host university, as it had increased the university’s “innovations and revolutions in teaching, administrating and serving in the international education context” (SUCN, 2015).

The Chinese Scholarship Council (CSC) has acknowledged SUCN as a pioneering HEI in terms of international education, since it has established cooperative relationships with more than 100 universities and institutions in Japan, France, Korea, Singapore, Germany, the U.S.A., Canada, Australia, Hong Kong and Taiwan. SUCN, in terms of its achievements in internationalisation practices, was widely recognised as “a key comprehensive provincial university in Jiangsu Province and also one of China’s top 100 universities under the Project 211 directed by the MoE”, since “every year the university accepts over 2,000 ISs to study Chinese language and literature and other relevant majors” (CSC, 2017).

4.2.1.3 Curriculum reform

Curriculum reform is one of SUNC’s primary internationalisation strategies. Bilingual courses and exchange programmes have been set up to provide internationalised learning content, in order to cultivate an international outlook in its HSs and staff and provides further evidence of the institution’s efforts to adopt international teaching and learning practices on campus. However, the main target of this curriculum revolution is limited to HSs.

The reform and opening-up of educational policy in China has provided its universities with excellent opportunities for international academic exchanges and models of cooperation (CSC, 2017). Selected academic staff have been sent to teach abroad at partner universities on an annual basis, with the purpose of assisting the cooperating programmes as well as gaining international teaching experience. According to a social science website (Education ed., 2012), in addition to the student mobility efforts noted above, SUCN also has a clear strategic

objective to implement bilingual courses or courses taught in English in a number of departments, in order to increase students' foreign language proficiency and knowledge of international educational norms (SUCN, 2014). Furthermore, SUCN has set up long-term global cooperation programmes for visiting scholars/students with over 150 universities in over 20 countries (SUCN, 2015); these provide enhanced opportunities for SUCN students and staff to study or work abroad.

4.2.1.4 Strategies for IS recruitment and support

While the exchange programmes and curriculum revolution sketched above are targeted mainly at HSs and staff at SUCN, there are also specific international strategies that focus on ISs. The following paragraphs illustrate three typical internationalisation practices which were observed during the fieldwork, namely IS recruitment, financial support from the central government, and the specified teaching plans for ISs.

1) A unique IS recruitment procedure

According to the the MoE and the Confucius Institute Headquarters' (also known as Hanban) guidelines on recruiting ISs , the recruitment requirements for ISs (either undergraduate or postgraduate programmes) differ greatly from those for Chinese students at SUCN. All HSs need to achieve relatively high scores in national examinations in at least three subjects (English, politics, and linguistics-related subjects such as TCSOL, for example) or the National College Entrance Examination (the "Gaokao"), in order to be accepted by SUCN. In contrast, international applicants are exempt from either examination. They need to provide only four documents: 1) a valid Chinese language certificate (HSK – "Hanyu Shuiping Kaoshi", the Chinese language proficiency exam, similar to IELTS – at level 5 or equivalent for postgraduate applicants, and HSK level 4 for undergraduate applicants); 2) a degree certificate and transcripts as evidence of previous study performance; 3) a reference letter, either academic or professional; and, 4) a completed online application form (SUCN, 2013). For students who cannot meet the language requirements, the overseas department also provides a maximum of two terms of preessional language courses to enhance their Chinese proficiency. Accordingly, the application process for ISs is different from that for HSs, a process which is quite similar to that for ISs at universities in the UK. The provision of preessional language courses is considered a practical action of SUCN internationalisation strategies, because it helps to expand the application pool to recruit more international talents.

2) Financial support for ISs

With the purpose of “enhancing international communication and cooperation”, a series of strategies have been adopted to encourage ISs to study at SUCN, notably a number of provisions for financial support from the Chinese government (SUCN, 2014). The official website of the Chinese Scholarship Council lists five degree programmes at SUCN which are entitled to receive a Chinese Government Scholarship. These are: Chinese Language and Literature, Chinese as a Second Language (the TCSOL programme), Journalism, Public Utilities Management, and Logistics Management (CSC, 2014).

SUCN recruitment statistics show that the majority of ISs studying postgraduate programmes are awarded the “Confucius Institute Scholarship”, which has been provided by the Chinese government for 5 years. The scholarship exempts ISs from registration fees, tuition fees, and material fees and provides an additional living allowance of 1,700 RMB per month during their studies. Moreover, the national scholarship provided by the Chinese government also offers an additional relocation fee upon their arrival. There are also local government-funded scholarships which support ISs, such as the Jasmine Scholarship. These various government scholarships are highlighted in SUCN’s international strategies and places SUCN in a clearly advantageous situation over other universities of a similar level. According to SUCN’s IS recruitment record, the MTCSOL programme admitted 13 fully-funded ISs in its spring 2010 enrolment and 18 in its autumn 2010 enrolment. In 2011, the programme admitted 17 Confucius Institute Scholarship-funded students.

3) Special syllabus and cultivation plans for ISs

Regarding detailed pedagogic requirements and specific internationalisation strategies that affect teaching practice, this section presents more qualitative data drawn from the syllabus and teaching plans of the sampling programmes. Rammell (2007) emphasised the importance of enabling students to operate effectively across boundaries. Indeed, the syllabus and teaching plans at SUCN were conceived as a practical way to raise ISs’ international awareness and understanding of Chinese culture, as required by the MoE and Hanban.

For example, the content of many modules in the curriculum of the MTCSOL programme, such as Chinese Talent and Performance, Comparing Chinese and Foreign Culture, and Classical Chinese Culture, was designed to attract ISs’ interest and facilitate a positive attitude towards traditional Chinese culture. In addition, a module named Cross-Cultural Communication was set as a core compulsory module. Its aim is to reduce possible bias or prejudice ISs might have towards Chinese culture by introducing cultural knowledge and adopting cross-cultural communicative theories (SUCN, 2014). One of the lecturers explained the module as:

An attempt to develop ISs' tolerance and kind understanding towards a different culture... To let them know that culture varies, and what they should do is to consider the situation from the others' point of view before simply judging which culture is right.

(Staff-A, p.7)

The teaching plans also place a clear emphasis on teaching practices designed to cultivate ISs' cultural knowledge, with at least six modules designed for this purpose. As these modules comprise more than one third of the entire curriculum, they are crucial to the students' learning experience.

Additionally, specific activities and cultural elements are also involved in institutional strategies. For instance, the MTCSOL syllabus includes a series of cultural observation activities for ISs aimed at "providing ISs with more chances to see, to feel, and to understand Chinese culture" (SUCN, School of Humanities, 2013). According to the staff, these "cultural observation" activities are supplementary to classroom teaching, and are intended to "offer the students a more direct contact with Chinese heritage, culture, and humanity" (Staff B).

Therefore, IS education at SUCN has a clear emphasis on cultural promotion, a factor which will be discussed in more detail later in this thesis.

4.2.2 Teaching and Learning Practices on Campus

4.2.2.1 Overview

The findings on teaching and learning practices are based primarily on classroom observations recorded during the fieldwork at SUCN from March to May 2014. As introduced in Chapter Three, the original fieldwork diaries contained three types of information: 1) basic information of the class, including the module names, timetables, and locations; 2) classroom layout and seating arrangements for ISs; and, 3) records of teaching practices observed during the in-class interactions. Examples of the classroom observation diaries can be found in Appendix H.

Since ethnographic data (such as the fieldwork diary in this case) can only be made sense of when thoroughly and systematically analysed and interpreted (Mays & Pope, 2000), the following fieldwork findings were generated from thematic content analysis with selective information, focusing particularly on the classroom layout, pedagogy and interaction patterns in the mixed-nationality classroom.

4.2.2.2 Teaching Arrangements

During the academic year 2013/14, in which the fieldwork took place, ISs were taught separately from HSs at SUCN. For instance, Room 405, in the East Building of the Urban Campus, was used exclusively for first year ISs in the MTCSOL programme and Room 211

for those in their second year. On the other hand, the HSs in the same programme were taught at a different campus—Dushu Lake Campus, located 40 miles away from the Urban Campus. Therefore, it was almost impossible for ISs to take classes together with HSs. According to the university documents and the staff, it is necessary to teach ISs and HSs separately, although a number of potential benefits of mixed classrooms and a multi-cultural learning environment are acknowledged.

Several reasons had been provided for this special arrangement. Firstly, the ISs' lack of Chinese language proficiency limited the potential arrangement for a mixed classroom. The level of pre-existing knowledge and learning ability of ISs were different from HSs, which was implied in the less stringent recruitment process for ISs.

(ISs) were not recruited via any examination like Chinese students ... Also, with a different background, some students would feel the linguistic content is too easy to learn, while others consider it very difficult ... (Interview with Staff-B)

Accordingly, it was considered inappropriate to teach HSs and ISs together, as it was difficult to provide teaching arrangements and content that suited both groups.

Secondly, teaching ISs separately is a traditional management practice at SUCN due to the different financial resources for ISs and HSs the university receives from the Chinese government. In a comparison with 62 other universities that provide MTSCOL programmes, SUCN was the most popular university for ISs in 2009 (SUCN, 2014). By March 2014, when the fieldwork was conducted, there were 330 students enrolled on the MTCSOL programme, of which 106 were ISs. It was easier to manage the students separately given the large number of students enrolled. Table 4.2 shows the student population intake for HSs (2010-2013) and ISs (2009-2013).

Chinese students		International students	
Academic Year	Student number	Academic Year	Student number
2010	61	2009	29
2011	53	2010	Spring 11
2012	54		Autumn 19
2013	56	2011	17
		2012	14
		2013	16

Table 4.2 Number of students enrolled on MTCSOL programmes at SUCN from 2009 to 2013

Since the operation and management of IS education were fully sponsored by the Chinese government, the funds issued could only be used for ISs education.

Normally, as in past years, a programme with so many students would be split into two classes to teach and manage. If we separate these students evenly into two classes, our department will suffer from a terrible deficit... It is closely related to the IS management system and hard to change... (Staff-A).

Since the whole student group had to be split into two classes and teaching HSs and ISs together could cause serious financial issues for the department, it was considered more appropriate to teach ISs separately from HSs.

4.2.2.3 Traditional classroom layout and pedagogy

The second finding from the fieldwork at SUCN was focused on the classroom layout and the pedagogy. To be more specific, the layout of classrooms for ISs was traditional, with the tutor positioned at the front of the classroom and the students seated in rows facing him/her (see Figure 4.23). It is widely acknowledged that the layout of the classroom greatly influences the way tutors teach and the way students learn.

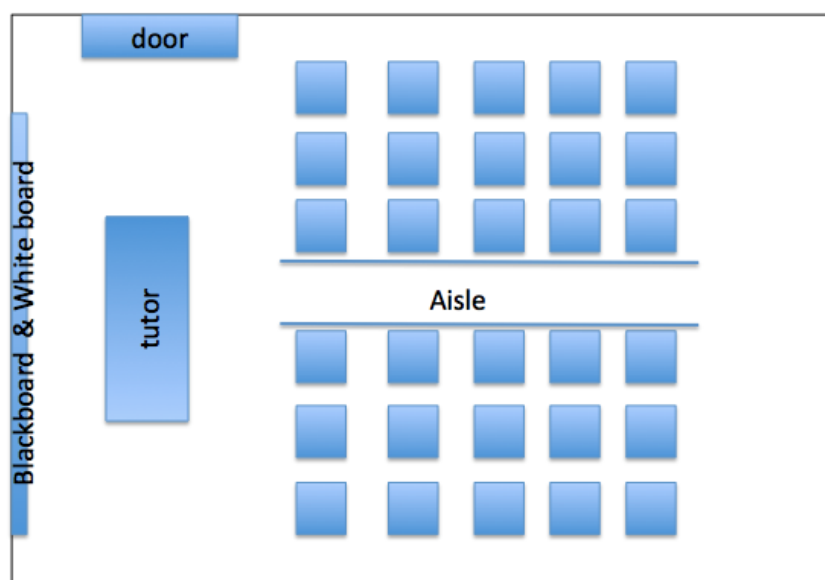


Figure 4.2 The traditional classroom layout recorded at SUCN

Additionally, the teaching methods at SUCN are also traditional (i.e. ‘teacher-centred’). Generally, the in-class interactions observed were Q&A activities between tutors and ISs. There was an overall relaxing learning environment. For example, when a student answered a tutor’s question, other ISs could join in the conversation and offer comments while remaining seated. Taking the “assessment designed” module as an example, the tutor proposed the question, “How can we assess a Mandarin learner’s listening skills according to their learning experience and background?” Every student was required to answer the question, followed by short comments from the tutor and other students. After several rounds of Q&A like this, the

tutor provided a conclusive answer according to her “teacher’s notes”, prepared before class. The interaction in this class was noted as “tutor-centred” (see Appendix H: Field note).

4.3 Fieldwork Findings at NEUK

The fieldwork findings at NEUK focused on the internationalisation strategies and multicultural learning environment on campus. The fieldwork was carried out from October 2013 to January 2014 and the main findings related to internationalisation strategies were based on documentary data provided by staff at NEUK and collected from the NEUK website.

The fieldwork revealed elements of the internationalisation strategies at NEUK (see Figure 4.3). These findings informed the design of individual interviews with ISs at NEUK, as discussed further at the end of this chapter



Figure 4.3 Institutional strategies of internationalisation at NEUK

In addition, the research here suggests that the university’s international strategies are also carried out through detailed teaching practices, including the cultural and intercultural elements outlined in the module syllabus and contents.

4.3.1 International Positioning and Practical Strategies

4.3.1.1 Overview

The NEUK website is designed to reflect the importance of “international” study, exchange, relations and campuses, indicating a comprehensive picture of the institution’s internationalisation strategies.

4.3.1.2 Mission statement

Firstly, NEUK declares its mission to be a “world-class research-intensive university” (NEUK, 2016). It also strives to maintain a significant international, national and regional profile and reputation. Moreover, the wording “Global” is highlighted as an institutional slogan, and NEUK invites students to “be part of a university that changes the world through our research and our graduates” (NEUK, 2014). The slogan and statement together represent the international perspective and positioning of NEUK.

NEUK sets out its values in the document “Vision 2021—A World-Class Civic University”, and its international vision and strategies are also reflected in its institutional core functions: 1) A “Global research impact” highlights significant research across a wide range of disciplines and locations; and, 2) “International engagement” denotes a worldwide engagement in which “we use our teaching and research activities to address global societal and economic challenges and promote intercultural understanding under the leadership of world-class academics” (NEUK, 2014).

4.3.1.3 Practical strategies

More evidence of international strategies in practice can be found on the university’s website. For instance, the website introduces two overseas campuses, in Malaysia and Singapore, as evidence of NEUK’s “global reach”. Overseas branches are considered part of the growing internationalisation of HE, fulfilling a growing international demand for degrees validated by UK universities. Additionally, students in the UK also benefit from the opportunity of learning in a foreign country, being exposed to a different culture, moving outside their comfort zone and mixing with other ISs (Hoare, 2013). The “Study Abroad and Exchanges” section “encourages our students to enrich their degree by taking advantage of the opportunity to study or work abroad” and provides a detailed introduction to Erasmus and non-EU exchange programmes. From this point, the NEUK internationalisation strategies communicated with students were recognised as mainly targeted at HSs and focused on supporting its students to study abroad.

4.3.1.4 Recruitment and Support of ISs

The introduction to international recruitment and support fills a large space on the university’s website. For instance, under the section ‘International Study’, NEUK states that they have over 6,000 ISs from more than 120 countries (NEUK, 2014) and claims that ISs “gain a fantastic international experience” (NEUK, 2014). There is also detailed information and instructions on the website focusing on IS recruitment and institutional support. For instance,

under the section “International Study”, detailed English language requirements are provided for international applicants:

If English is not your first language, you will need to provide a recognised English language test or qualification.... In most cases you will need an overall score of IELTS 6.5 or equivalent. You will also need at least IELTS 5.5 or equivalent in each of the four sub-skills: Writing, Reading, Speaking and Listening. (NEUK, 2014).

In addition, NEUK also notes that, “Requirements do vary across courses so you should read the ‘entry requirements’ section of our undergraduate and postgraduate course pages” (NEUK, 2014), and hyperlinks connect to individual course pages, a process which is easy for international applicants to follow.

Regarding the specific entry requirements for the Applied Linguistics and TESOL MA programmes (TESOL) at NEUK, applicants must obtain a 2:1 degree in their undergraduate degree in English language, English Literature, Linguistics or a similar/related subject. In terms of language proficiency requirement, applicants need to pass IELTS with an overall score of 6.5. In addition to all minimum sub-scores as generally required, TESOL applicants also need to obtain at least 6.5 in the sub-section of writing (or the equivalent). All the requirements are outlined in detail for the potential applicants to follow.

In terms of supporting ISs, various types of support and services are provided, covering nearly every aspect of their living and studying in the UK. To be more specific, under the section “Study Abroad and Exchanges”, there is a main information column named “Support for Students”, introducing support and services that NEUK provides, including “Arrival, Accommodation, Wellbeing and Insurance & Finance” (NEUK, 2014). Moreover, successful applicants receive emails which direct them to this information as well as information about its “International Welcome” (NEUK, 2014). As stated on NEUK’s website, a series of international welcome activities are arranged as an orientation programme.

We run an orientation programme for ISs with events designed to help you settle in to life at the host city...This includes a schedule of: information sessions to help you with the practicalities of being a new student at NEUK; social activities to help you make new friends. ... It also includes our Meet and Greet Service from the local International Airport (NEUK, 2014).

In addition, considering the special needs of ISs, NEUK provides visa and immigration information and instructions on its website as well. In the section “Visa and Immigration Information”, hyperlinks of related organisations such as the Home Office and the UK Council for International Student Affairs (UKCISA) are provided for ease of access.

Furthermore, a link to contact the Visa Team at NEUK is also provided if further assistance is needed.

English language courses are another support specifically designed for ISs. According to NEUK's official statement on English Language requirements, pre-sessional language courses are available to those ISs with an overall IELTS score of 6.0 (or the equivalent), thereby not meeting the required score of 6.5. They are offered the opportunity to complete a course specially designed to help them improve their English proficiency before they start their degree programmes. NEUK provides direct links to the information of available services and courses on different campuses. Providing language courses to ISs is not unique to NEUK. In fact, almost every university in the UK provides pre-sessional language courses for ISs. As an organisation involved in the IHE process, NEUK expands its international recruitment pool by providing pre-sessional language courses so that more ISs get the chance to study here.

Additionally, free English proficiency seminars are provided by NEUK throughout the year, such as Academic Writing, Listening and Speaking, Presentation Skills, and Pronunciation and Grammar (NEUK, 2014). This English language support is known as 'in-sessional English courses', and they are also posted on the university website as one of the core contents under the index of "Student Life".

In addition to the academic support and visa support outlined above, there are also detailed instructions regarding accommodation, careers, student finance, and student wellbeing. Furthermore, a specialised student support team is available for students daily, offering web-based 24-hour support (NEUK, 2014). To sum up, NEUK makes practical internationalisation efforts which focus on supporting ISs and aiming to ensure that they "have the best experience possible" (NEUK, 2014).

4.3.1.5 International and Cultural Aspects in the Design of the Syllabus and Modules

On the NEUK website, abundant information can be found introducing every programme and related modules. The module information is open to every applicant and student, unlike the "hidden" syllabus and teaching plans at SUCN. NEUK internationalisation strategies and perspectives can also be found in the international and cultural elements detailed in the syllabus and module design. The teaching content is designed to provide international and intercultural experiences. For example, the introduction to the TESOL programme on the NEUK website lists various international and cultural elements, such as "cultural awareness and language learning" in its core module "Introduction to TESOL". The module "Classroom Discourse and Teacher Development" also suggests that "context is viewed from several distinct perspectives: the global TESOL or teaching and learning in Higher Education".

Accordingly, NEUK promotes internationalisation perspectives to both ISs and HSs through syllabus and module design.

4.3.2 A Multicultural Learning Environment on Campus: Teaching and Learning Practices

During the three-month fieldwork at NEUK, seven rounds of classroom observations were recorded at the case department of Humanities and Social Science (HASS), including two group discussion sessions on its postgraduate programme. The fieldwork findings were analysed and presented regarding the multicultural learning environment at NEUK in two respects, namely, classroom layout & interactions and pedagogy in a multicultural learning environment.

4.3.2.1 Classroom layout & in-class interactions

Firstly, the layout of the multicultural classroom observed at NEUK can be generally defined as an ordinary lecture room, partially restricting in-class interactions among students. As illustrated in Figure 4.4, lecturers were positioned at the front of the classroom facing two parallel arranged seats.

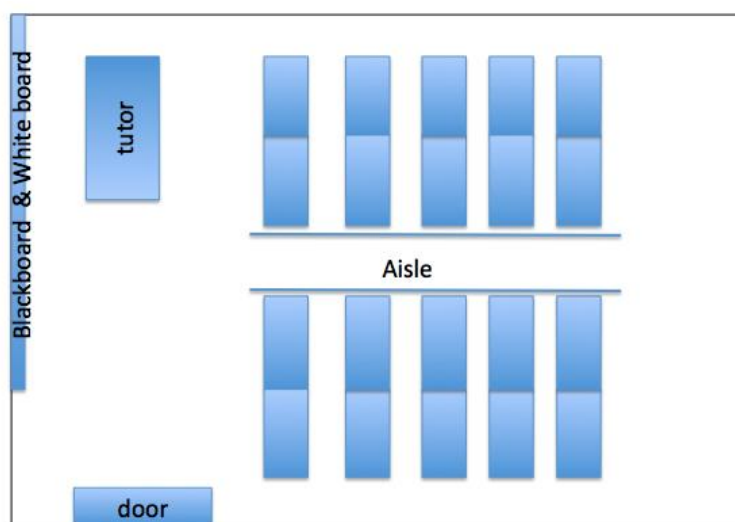


Figure 4.4 The classroom layout noted at NEUK

As noted in the section of fieldwork findings at SUCN, classroom layout has a significant impact on in-class interactions and the scope for effective learning. In the traditional classroom illustrated above, all the desks were facing the whiteboard and the lecturer's desk. This classroom layout is effective for lecturers wishing to use a projector and/or whiteboard. Therefore, this layout is suitable for lectures, which focus on the educator and content, while active, student-centred learning is reduced (Bonwell & Eison, 1991).

In contrast to the limited interactions at SUCN, significant communication and discussion were observed in the classroom, even though those interactions might be limited somewhat by the classroom layout. The interactions among students were automatically separated by the aisle or by the rows where students were seated if no specific arrangements were made by the lecturers.

The variety of student nationalities was found to be another factor which affected in-class interactions among students. For example, there were 37 students in an observed classroom, of which 27 were Chinese. In this case, multicultural groups rarely formed spontaneously without intervention from the tutors. On the other hand, seating habits appeared to be another factor that limited interactions. The seating arrangements were fixed throughout the observations and students with the same nationalities tended to sit together. Therefore, the traditional classroom layout and seating habits might have potentially limited student interactions in the classroom.

4.3.2.2 A variety of teaching methods and student interactions

Though the classroom layout might have affected the student interactions in class, the teaching methods and arrangements were noted as key to determining the level of multicultural interactions in the classroom. As noted on the information page of the TESOL programme, the modules were designed with multiple pedagogies. In spite of the traditional teacher-centred lectures, a variety of other teaching methods were used, such as seminars, group discussions and group work, providing students with more opportunities to interact in class.

Compulsory seminars and workshops are arranged in certain modules of the ALT programme. For instance, two of the seven sessions recorded in the fieldwork diary were group discussions, which the “Module handbook” defined as mandatory. Figure 4.5 illustrates the classroom layout in the group discussions. The red icon indicates the position of the observer.

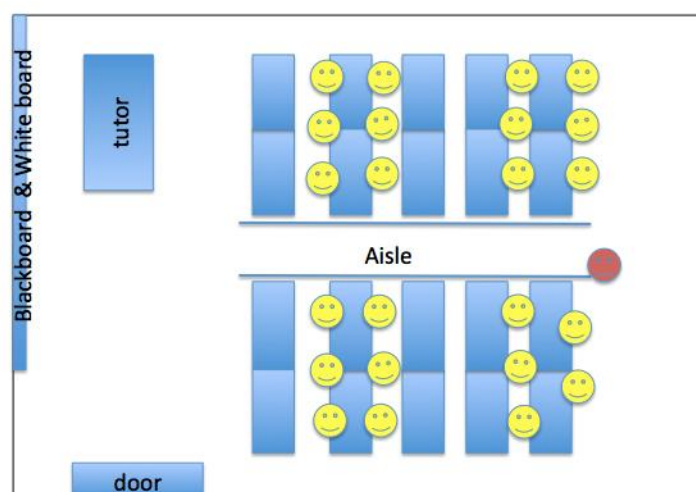


Figure 4.5 Classroom layout in group-discussion sessions at NEUK

Since the discussions were conducted in the same classroom as the lectures, the seats were in the same arrangements. The students were divided into four groups and sat facing each other, helping to improve the interactions. By comparing the observed classroom layout between SUCN and NEUK, it can be quickly noticed that it was not the layout which prohibited student interactions in the classroom. For instance, fewer interactions among students were observed at SUCN compared to those at NEUK although lectures at both institutions were conducted in traditional classrooms. Therefore, different teaching methods lead to different levels of interaction in the classroom, as recorded in the following field note:

Limited to 2-3 minutes, students are asked to exchange their ideas on given topics and focus on the teaching content only... Occasionally there was 'further discussion' among pairs of students recorded in class when students had finished a paired discussion, before the tutor moved on to the next topic. (Appendix H)

In addition, the efforts of academic staff to guide in workshops and group discussions were also important, although the curriculum and workshop sessions were set up beforehand. For instance, the tutors deliberately mixed students from different cultural backgrounds in the same group so that interactions could occur between cultural others. Additionally, the tutors were seen to monitor group discussions and provide assistance as and when needed. Their efforts also mattered a lot to the level of intercultural interactions.

A Chinese boy sitting quietly in the corner of the classroom was asked to have a paired discussion with his classmates. Noticing this situation, the tutor asked him to join in a group of students from other cultural backgrounds at the other end of classroom to get him involved... (See Appendix H)

Furthermore, seminars and group work seemed to provide ISs with excellent opportunities for cross-cultural communication and to build relationships with cultural others. For instance, ISs

were observed to continue the interactions informally after class with other group members, either through social media or social activities. Therefore, teaching methods and tutors' efforts were noted to have the greatest effect on intercultural interactions in the classroom.

4.4 Summary

This chapter has presented fieldwork findings that partially address the research questions related to the institutional conceptualisation and operationalisation of internationalisation.

Initially, as one of the research subjects in this study, international strategies at both case universities were explained and presented. The analysed documentary data revealed the long-term institutional internationalisation plans, such as mission statements to “become international” and stress international reputation, ranking, as well as positioning. Furthermore, ISs' recruitment requirements and procedures were also presented and analysed since student mobility is highlighted in both SUCN and NEUK internationalisation processes. In addition, sections of the teaching plans and syllabuses were selected as practical examples of institutional strategies, showing how cultural and international elements were incorporated into the teaching and learning practices on campus. Table 4.3 illustrates the major focuses of internationalisation strategies at both case universities.

	SUCN	NEUK
International Strategies (main points of focus)	International impact through international cooperation	Positioning international impact through world ranking, research impact and overseas branches
	Financial support for ISs	Additional information and services for ISs
	ISs' education with cultural promotion in curriculum design	Extra seminars and academic writing to support in ISs' education

Table 4.3 Main international strategies of SUCN and NEUK

The strategies revealed here inform the latter case studies, where the guiding questions for the individual interviews were designed. These strategies, as evidence of how the institutional goals of internationalisation were pursued in reality, were also adopted as references for the later comparison to ISs' social and learning experiences (RQ2 of this study). Furthermore,

since the revealed strategies match essentially the three elements of the HEA (2014) Framework of IHE, namely curriculum, value and people, they provide specific criteria to track the ISs' IC development later in the discussion of "how institutional strategies of IHE impact ISs' IC development" (RQ3 of this study).

Additionally, this chapter has also explored the multicultural classroom and teaching practices at both case universities based on a series of fieldwork diaries. In-class interactions among ISs and tutors were recorded and presented to provide a general picture of teaching practices at both locations. The patterns of intercultural interaction among the students were also revealed, informing the discussions on ISs' learning and living experiences in the subsequent interviews.

In sum, the fieldwork findings revealed the characteristics and emphases on the conceptualisation and operationalisation of internationalisation at each case university. The findings presented in this chapter are of vital importance to the study. The fieldwork primarily helped both the researcher and readers to better understand the research context. Moreover, the findings informed the subsequent longitudinal case studies and helped to generate more targeted and meaningful guiding questions for the three rounds of individual interviews with ISs.

Chapter 5 ISs' Perceptions of the University's Internationalisation Strategy

5.1 Introduction

Three chapters are presented in this thesis to address each of the three research questions based on empirical and qualitative evidence (Figure 5.1). The three findings chapters (Chapter 5, 6, 7) address the study's three research question. The following chapter demonstrates ISs' perceptions and experience of internationalisation to answer RQ1 of this study – how is internationalisation conceptualised and operationalised institutionally at the two locations?

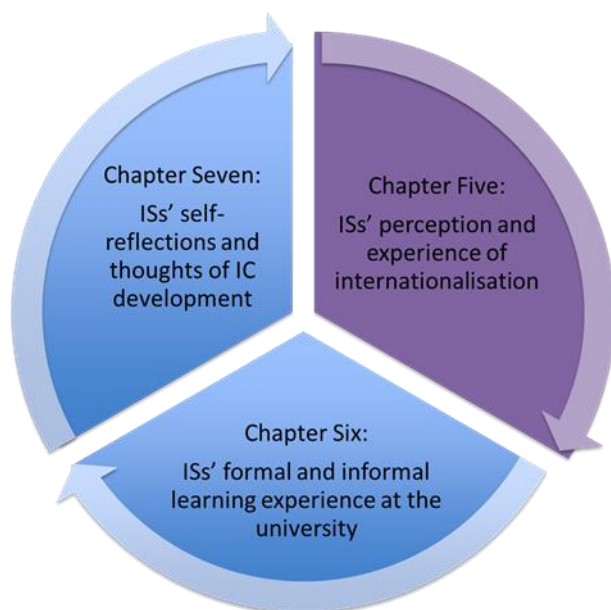


Figure 5.1 Presentation of findings from the interviews in Chapters 5, 6 and 7

Being one of the most important stakeholders in HEA's (2014) IHE framework, ISs have direct experience of the internationalisation strategies at an institutional level. Fieldwork findings presented in the previous chapter suggested that the internationalisation strategy was considered when the teaching and learning activities were arranged at the case institutions. During the individual interviews, guiding questions related to the institutional internationalisation strategies were proposed after the discussion of ISs' university experiences. They were encouraged to share their perspectives and experiences of the institutional internationalisation strategies based on their formal and informal learning experiences. Such interview procedures were designed to ensure that the ISs' perceptions of internationalisation are practical reflections of their living and learning experiences at the case universities. Accordingly, their perceptions of the university's internationalisation strategies and experiences in an international HE setting, especially those gained from a one-year degree programme at the case universities, are valuable for studies looking at the operationalisation of internationalisation strategies at an institutional level.

As illustrated in Chapter 3, the analysis of interview data is thematic. To address the first research question, two themes related to ISs' perceptions of internationalisation in a HE setting were identified through two rounds of coding. The key themes are identified as "ISs' perceptions of internationalisation of their university", and "factors that influenced ISs' perceptions of internationalisation of their university". Table 5.1 introduces the two themes and descriptors throughout this chapter.

Code	Themes	Descriptors
1	ISs' perceptions of internationalisation	ISs suggested an internationalised university is characterised by student mobility, curricula with an international dimension, exchange programmes, university profile, and intercultural contacts, etc.
2.	Factors that influenced ISs' perceptions of internationalisation	The factors (from both institutional and individual level) that influenced ISs' perceptions and attitudes of internationalisation over time.

Table 5.1 Themes and descriptors

When expressing their perceptions of internationalisation, ISs from both locations often indicated the reason why they perceived internationalisation in these aspects with a few examples. Considering the research aim of investigating the institutional operationalisation of internationalisation from the ISs' experiences, these examples were categorised as the second theme under the topic of university's internationalisation strategy.

The profiles of the 22 participants were shown in Table 3.4 (P. 92) of the methodology chapter. One male and three female UG students and two male and four female PG students participated at SUCN. From NEUK, 10 female and two male PG students participated.

Participants	Nickname	Nationality	Level	Programme	Gender	Teaching language
SUCN-IS1	Zoe	South Korea	UG	BCLL	Female	Chinese
SUCN-IS2	Whitney	South Korea	UG	BCLL	Female	Chinese
SUCN-IS3	Peggy	Lao	UG	BCLL	Female	Chinese
SUCN-IS4	Teresa	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS5	Leo	Lao	UG	BCLL	Male	Chinese
SUCN-IS6	Samuel	Lao	PG	MTC SOL	Male	Chinese
SUCN-IS7	Margaret	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS8	Ruby	Malaysia	PG	MTC SOL	Female	Chinese
SUCN-IS9	Nichole	South Korea	PG	MTC SOL	Female	Chinese
SUCN-IS10	Orlando	Pakistan	PG	CLBM	Male	English
NEUK-IS1	Amy	China	PG	TESOL	Female	English
NEUK-IS2	Kevin	China	PG	TESOL	Male	English
NEUK-IS3	Jane	China	PG	TESOL	Female	English
NEUK-IS4	Doris	China	PG	TESOL	Female	English
NEUK-IS5	Cecilia	China	PG	TESOL	Female	English
NEUK-IS6	Betty	China	PG	TESOL	Female	English
NEUK-IS7	Grace	China	PG	TESOL	Female	English
NEUK-IS8	Vincent	US	PG	TESOL	Male	English
NEUK-IS9	Isabella	Thai	PG	TESOL	Female	English
NEUK-IS10	Harper	Saudi	PG	TESOL	Female	English
NEUK-IS11	Fiona	Saudi	PG	TESOL	Female	English
NEUK-IS12	Elaine	China	PG	TESOL	Female	English

Table 3.4 Profiles of the student participants for the semi-structured interviews

*TESOL (Teaching English to Speakers of Other Language), MTC SOL (Master of Teaching Chinese to Speakers of Other Language), BC LL (Bachelor of Chinese Linguistics and Literature), CLBM (Chinese Linguistics and Business Management).

The following two sections present the interview findings from both case universities (5.2-SUCN & 5.3-NEUK) divided according to the two themes introduced previously, namely Theme 1 – ISs’ understandings of the university’s internationalisation strategy (5.2.1 & 5.3.1) and Theme 2 – factors that influence ISs’ perceptions of the university’s internationalisation strategy (5.2.2 & 5.3.2). To close this chapter, a summative section (5.4) presents the reflections on ISs’ perceptions and a brief discussion of how these themes work together to

reflect the conceptualisation and operationalisation of the internationalisation strategies at each case university.

5.2 ISs' perspectives on internationalisation at SUCN

Three rounds of individual interviews were conducted, at two weeks and four months into the IS's degree programmes and at the end of the programmes respectively. The following sections present and analyse the findings according to the stated themes at SUCN.

5.2.1 Theme 1: ISs' understandings of internationalisation at SUCN

Several sub-themes were identified within Theme 1 according to further analysis of the interviews transcripts, which reflected SUCN-ISs' broadened and deepened understanding of internationalisation over time (Table 5.2).

	Stage 1	Stage 2	Stage 3
Aspects of ISs' understanding of internationalisation at SUCN	1. IS population 2. Cultural information 3. English as teaching language	4. Intercultural communication and interactions 5. Curriculum design	4. Intercultural communication and interactions 5. Curriculum design 6. University staff ability 7. An integrated process

Table 5.2 the SUCN-ISs' understandings of internationalisation over time

It is noticeable that these aspects vary at each stage of study on their degree programme. These aspects describe how ISs understand the internationalisation strategy of the university, ranging from its international profile, the IS population and the language used in teaching and learning, to integration of international dimensions into teaching and learning. Examples of each aspect are presented below with a timeline of the three stages of interviews.

Stage 1: Early teaching weeks

SUCN-ISs shared their understandings of internationalisation after studying at SUCN for two weeks. The participants were not familiar with the terminology of internationalisation, as indicated by Nichole, a postgraduate student, "No idea, just think it would be better if it is internationalised" (Nichole, PG, MTC SOL, Korean). This positive comment suggested that Nichole was open to the opportunity to have an internationalised university experience.

As illustrated before in Table 5.2, three symbols of internationalisation were shared in stage 1, namely, IS population, cultural information and English as the teaching language. Table 5.3 illustrates how these themes were generated with excerpts from the interview transcripts.

Sub-themes	Excerpts
1. IS population	If a university is internationalised, you will see large number of ISs on our campus. (Samuel, PG, MTCSOL, Laos)
	There were so many foreigners in that university, and all of them are studying in the same building. (Ruby, PG, MTCSOL, Malaysian)
2. Cultural information	Have roommates coming from other countries ... you will get to know different cultures ... Living in the same dorm with you... you may feel it as internationalised. (Ruby, PG, MTCSOL, Malaysian).
	Although we only have a few ISs in class, we come from Korea, Malaysia and Lao. So we can actually interact and exchange cultural information. (Teresa, PG, MTCSOL, Korean)
3. English as teaching language	I am learning in an internationalised university; we speak English in the classroom...and we are taught in English. (Orlando, PG, CLBM, Pakistan)

Table 5.3 Examples of ISs' understanding of the internationalisation at SUCN in stage 1

Sub-theme 1: IS population

The IS population as a symbol of internationalisation was consistently mentioned by SUCN-ISs throughout the three rounds of interviews. They regarded it as one of the most important factors of internationalisation in a HE setting and emphasised that a large IS population is a must-have for an internationalised university.

If a university is internationalised, you will see large numbers of ISs on our campus.
(Samuel, PG, MTCSOL, Laos)

Indeed, IS mobility has long been conceived as a key element of the internationalisation process (e.g. Caruso & de Wit, 2014; Castro, Woodin, Lundgren, & Byram, 2016; Rizvi, 2011; Wilkins, 2014, etc.). Since IS recruitment as one of the internationalisation strategies at SUCN has also been identified from the fieldwork, it is not surprising that the SUCN-ISs regarded the IS population as a primary indicator of internationalisation. Further analysis of the interviews suggested that ISs regarded a multi-cultural learning experience as a potential benefit of a large number of ISs living and studying on campus.

I think it should be the whole atmosphere of that university ... (Margaret, PG, MTCSOL, Korean)

There were so many foreigners in that university, and all of them are studying in the same building. (Ruby, PG, MTCSOL, Malaysian)

For ISs on a degree programme at SUCN, such as Ruby, an internationalised university means that they are studying and living with students from other countries. These perceptions of

internationalisation in a HE setting were based on the appearance of an internationalised university.

Sub-theme 2: Cultural information

ISs at SUCN also indicated that an internationalised university is a platform where cultural information is shared by students from different cultural backgrounds. The cultural information could come from the teaching content delivered in class.

In class, the teacher talks about different countries and different cultures. (Ruby, PG, MTCSOL, Malaysian)

Although we only have a few ISs in class, we come from Korea, Malaysia and Lao. So we can actually interact and exchange cultural information. (Teresa, PG, MTCSOL, Korean)

The “class” in the second quotation refers to a core module of the MTCSOL programme named Cross Cultural Communication. Teresa considered this module a symbol of internationalisation at SUCN because the teaching content delivered in this class included a broad scope of cultural information, rather than focusing solely on the Chinese context. ISs’ perceptions such as this provided an internationalised experience related to the “curriculum” element of internationalisation in the HEA (2014) framework.

Understandings of internationalisation at this stage also extended into after-class interactions among students, as one participant specified.

Have roommates coming from other countries ... you will get to know different cultures ... Living in the same dorm with you... you may feel it as internationalised. (Ruby, PG, MTCSOL, Malaysian).

From Ruby’s perspective, internationalisation provides opportunities for students from different cultural backgrounds to live together, to communicate out of the classroom and share cultural information.

Sub-theme 3: English as teaching language

SUCN-ISs also indicated that using English as the teaching language was another symbol of an internationalised university.

I am learning in an internationalised university; we speak English in the classroom...and we are taught in English. (Orlando, PG, CLBM, Pakistan)

I still feel that teaching in the English language is really important for an internationalised university. The modules we take are mainly focusing on Chinese, since the programme's name is International Chinese. (Ruby, PG, MTCSOL, Malaysian)

Selecting English as the lingua franca is a key aspect of internationalisation for ISs from non-English speaking countries (Kuroda, 2014). The fieldwork at SUCN (as presented in Chapter 4) suggested that the university provided English-taught programmes and bilingual programmes as part of its international strategies. A typical example is the programme in Business Management and Chinese Linguistics (BMCL) that Orlando enrolled was enrolled on. Other interviewees, whose learning language at SUCN is Chinese, such as Ruby, also naturally linked English as the teaching language with their expectation of an internationalised learning experience. Further investigation was conducted in the later interviews and will be presented in the discussion chapter of this thesis (See 8.2).

To sum up, in the first round of interviews, ISs' initial perceptions and understandings of internationalisation at SUCN were related to the opportunities for intercultural studying and the living environment engendered by having a large ISs population. There were also emphases on English as the teaching language and international teaching content for intercultural learning. Although the ISs had only been enrolled on their degree programmes for a few weeks, their understandings of internationalisation at this stage reflected certain institutional strategies such as IS recruitment and internationalisation of the curriculum through integrating other countries' cultural information in the curriculum content and teaching practice. While revealing their understandings of internationalisation, the ISs also reflected a lack of communication and information from their university. In section 5.2.2, ISs' experience on the institutional efforts to internationalise will be analysed (Theme 2).

Stage 2: Four months into the programme

After four months of study on their programmes, SUCN-ISs shared their updated perceptions on internationalisation at SUCN with some overlapping sub-themes presented in stage 1. For example, the IS population (sub-theme 1) remained the starting point for ISs' understandings of internationalisation, and was considered an essential indicator for the internationalisation level of a university. However, this sub-theme was extended to the intercultural communication (sub-theme 4) brought about by having a large IS population rather than the mere existence of a large IS population in and of itself.

On the other hand, English as a teaching language (sub-theme 3) was no longer mentioned. What was emphasised instead was a deeper understanding of curriculum design (sub-theme 5) in the internationalisation of SUCN, such as the teaching methods and content delivered in

class. Table 5.4 below provides a glimpse of these sub-themes and excerpts from the second round of interviews at SUCN.

Sub-themes	Excerpts
4. Intercultural communication and interactions	I don't have an opportunity to speak in class... Even China is opening up, and there are lots of students coming to this country, but I don't have the opportunity to communicate, except for studying. (Teresa, PG, MTCSOL, Korean)
	If you are communicating with students from other countries, you may be able to learn different aspects of culture, and you may learn some international content. (Samuel, PG, MTCSOL, Laos)
5. Curriculum design	Teaching methods matter... If the tutors asked us to have more interactions in class, rather than keep talking for three hours, I would feel more like I was learning in an internationalised university. (Margaret, PG, MTCSOL, Korean)

Table 5.4 Sub-themes and excerpts of ISs' understanding of Internationalisation in stage 2

Sub-theme 4: Intercultural communication and interaction

In the second round of interviews, SUCN-ISs extended “IS population” as a symbol of internationalisation in the HE setting to a much deeper understanding, namely intercultural communication and interaction with students from different cultural backgrounds. They realised that sitting together with students from other countries in the classroom was superficial, and that what counted was the degree of interaction among them in terms of deepening their experience of internationalisation. However, after four months' learning in the “multicultural” classroom, they considered SUCN not to be very internationalised because they had few opportunities to communicate and interact with both HSs and other ISs.

I don't have an opportunity to speak in class... Even China is opening up, and there are lots of students coming to this country, but I don't have the opportunity to communicate, except for studying. (Teresa, PG, MTCSOL, Korean)

Moreover, an ideal internationalised university was expected to create an international learning environment in which ISs can interact with HSs and other ISs in and after class.

If you are communicating with students from other countries, you may be able to learn different aspects of culture, and you may learn some international content. (Samuel, PG, MTCSOL, Laos)

Cross-cultural communication is considered an important motivation and source of benefit for many student exchange programmes in the IHE process (e.g. Root & Ngampornchai, 2013). The HEA Internationalisation Framework also suggests focusing on “the impact of cultural,

individual and linguistic diversities in any given context”. Previous literatures in IHE have suggested that most students value cross-cultural interactions (Montgomery, 2009) whereas the empirical studies on ISs’ experience often reveal a lack of interactions on cross-cultural campuses (e.g. Brown, 2014). Further investigation into ISs’ experience of intercultural communication at SUCN will be presented as ISs’ university experience in Chapter Six of this thesis.

Sub-theme 5: Curriculum design

After four months of learning and living at SUCN, the ISs had developed their understandings of internationalisation to show more concern about teaching methods and content (i.e. curriculum design).

Firstly, they indicated that the teaching content should broaden their horizons by introducing cultural knowledge from other countries.

In the module (of CCC), we can learn the cultural aspects of different countries. So in this module, I think I can learn internationalisation. (Samuel, PG, MTCSOL, Laos)

Samuel believed that the intercultural knowledge that he learnt in CCC was a good experience of internationalisation at SUCN. Actually, CCC has been increasingly set as a key module in tertiary education institutions around the world in response to the demands of globalisation, providing as it does more opportunities for intercultural contact and getting to know ‘others’ (Zhu et al., 2017, p. 283).

Moreover, the ISs emphasised the importance of the consideration of ISs’ own needs and addressing them with improved teaching methods and content. They regarded this ability as an important aspect of the internationalisation strategy at SUCN because some of them had had negative experiences in this regard. As Ruby and Teresa share below, ISs’ needs were often ignored in the design of teaching contents.

I think currently the teaching content that the tutor delivers in class is designed for Chinese students only rather than international, as they only tell Chinese students what they should pay attention to if they go abroad to work. (Ruby, PG, MTCSOL, Malaysian)

The teaching content of “advanced Chinese” is too difficult for ISs like us... (I feel) a lot of pressure... we never learnt this before... It is totally based on the Chinese students’ level, but with less consideration of ISs’ capacity... I gave it up. (Teresa, PG, MTCSOL, Korean)

These experiences of difficulties in class are not unique as almost all the participants at SUCN had mentioned the unsuitability of some of the courses for ISs. They believed that the

curriculum should be designed to suit both ISs and HSs if they are taught in the same classroom. Curriculum designed without consideration of ISs' abilities (lingual & cultural) is not an aspect of internationalisation.

ISs had thus started to realise that pedagogy was another important factor which affects their experience of internationalisation at SUCN. They stopped regarding sitting in the same room with students from other countries as an internationalised experience, emphasising instead the depth of intercultural communication and interactions (as discussed in sub-theme 4). They believed that the tutors should actively promote intercultural communication so that they can gain more opportunities to interact with students from different countries, something they view as an experience of internationalisation. However, Margaret indicated that a lack of in-class interactions with cultural others worsened her experience of internationalisation at SUCN.

Teaching methods matter... If the tutors asked us to have more interactions in class, rather than keep talking for three hours, I would feel more like I was learning in an internationalised university. (Margaret, PG, MTCSOL, Korean)

To sum up, SUCN-ISs had developed their understandings of internationalisation after four months of study at SUCN. Their common understandings of an internationalised university were not limited to such superficial aspects as the IS population on the campus. They expected intercultural communications and interactions, and they cherished an internationalised curriculum. However, they were disappointed about the situation that they had not been afforded sufficient opportunities to interact with cultural others and that the tutors did not actively promote such interaction. Accordingly, they believed that their learning experience at SUCN was insufficiently internationalised.

Stage 3: The end of the first-year degree programme

By the 3rd round of interviews, ISs were about to finish their first academic year in the enrolled degree programme at SUCN. At this stage, participants shared their further developed understandings of the internationalisation strategy at SUCN. The HEA (2014) framework was provided to them at this point which inspired them to share as many specific aspects of internationalisation as possible. As explained in the research design chapter (Chapter 3), the framework was only introduced at this stage so that possible "tutoring" effects on the longitudinal interviews could be largely avoided. Therefore, the interview data presented in this section is still based on ISs' own experience, rather than their comments and opinions on the framework.

Since this round of interviews was conducted at almost the end of their first academic year, they shared their experience in a much wider aspect as a summary of the whole year. The table below illustrates 4 sub-themes originated from their comments. Similar to the 2nd round of interviews, Sub-theme 4 International Communication and Sub-theme 5 Curriculum Design were still important factors affecting their experience of internationalisation at SUCN. Additionally, they pointed out two new factors, namely Sub-theme 6 Ability of University Staff and Sub-theme 7 An integrated Process.

Sub-themes	Excerpts
4. Intercultural communication and interactions	We want some activities, but currently we don't have any after class interactions. (Whitney, UG, BCLL, Korean)
5. Curriculum design	The knowledge delivered in an internationalised university should have a broadened perspective, in class... they are comparing the Chinese spoken by students from different countries, those who studies in overseas institute, such as Japanese, French, and how they express this meaning. For me, this counts as knowledge (section in this framework). (Ruby, PG, MTCSOL, Malaysian)
6. Ability of university staff	The tutors, even after we had reflected on our difficulties as ISs a few times, still teach like before. They have not changed, so I gave up somehow. (Nichole, PG, MTCSOL, Korean)
	It is the tutor who arranges the classes. The tutors, as well as the curriculum, are also deeply involved in internationalisation. (Peggy, UG, BCLL, Laos)
7. An integrated process.	It is a whole process in which each element of this framework needs to perform together. (Leo, UG, BCLL, Laos)

Table 5.5 Sub-themes and excerpts of ISs' understanding of internationalisation in stage 3

Sub-theme 4: intercultural communication and interaction

In the final round of interviews, the ISs continually emphasised the importance of intercultural communication. Not entirely like those comments from the last two rounds of interviews, they often related this communication with the “activities” element from the HEA (2014) framework. For example:

We want some activities, but currently we don't have any after class interactions.
(Whitney, UG, BCLL, Korean)

There are few activities in this university. For the suggestions of internationalisation... interaction, the interactions between teachers and students, or interactions among students are very important... both in class and out of the classroom. (Margret, PG, MTCSOL, Korean)

ISs regarded intercultural communication as an important factor which affects their experience of internationalisation at SUCN. In order to claim a success or an improvement of this strategy at SUCN, ISs should have enough opportunities, promoted by the university, for intercultural communication. The interactions among ISs themselves and with HSs are largely

dependent on how the institution uses formal and informal curricular to encourage such engagement (Leask, 2009). Apparently, there is significant potential for SUCN to improve in such area as ISs were currently not experiencing enough engagement.

Sub-theme 5: Curriculum design

Similar to the 2nd round of interviews, curriculum design remained one of the most important aspects that ISs focused on in this round. Firstly, while ISs still regarded curriculum design as an important factor which affected their experience of internationalisation at SUCN, they shared much deeper understandings of the “value” of the HEA (2014) framework, which were the initial drivers behind the curriculum design at SUCN.

The knowledge they are delivering is all limited to China, and the values of this institute are also Chinese inclined. (Margret, PG, MTCSOL, Korean)

The knowledge delivered in an internationalised university should have a broadened perspective, in class... they are comparing the Chinese spoken by students from different countries, those who studies in overseas institute, such as Japanese, French, how they express this meaning. For me, this counts as knowledge (section in this framework). (Ruby, PG, MTCSOL, Malaysian)

The ISs believed that SUCN’s values were delivered through the curriculum, and the knowledge provided within the curriculum was one of the major delivery formats. However, the knowledge provided at SUCN was all about China because SUCN’s values are Chinese focused, in contrast to having an international emphasis. Although the knowledge was delivered through the curriculum designed for a multicultural classroom, the ISs did not regard it as an internationalised experience.

Moreover, ISs expressed further concerns about the international pedagogy at SUCN. They expressed their expectations of a more interactive way of classroom learning during the 2nd round of interviews, but these anticipations and hopes were not realised throughout the whole academic year.

I think an internationalised classroom is a classroom in which tutors and students work together, but now, many tutors in our programme are talking in the class for the whole three hours class time, which is definitely not an internationalised classroom. (Margret, PG, MTCSOL, Korean)

Indeed, ISs believed that it was the university’s responsibility to create more opportunities for them to interact with cultural others in class. Additionally, they also emphasised that addressing ISs’ needs and expectations was another way to improve their internationalisation

experience at SUCN. Further investigation and discussion are to be presented in Chapter Six, which addresses the students' experience of how their institution encourages interactions among students, especially between ISs and HSs.

Sub-theme 6: The ability of university staff

While still regarding the IS population as a key factor of internationalisation at SUCN, the ISs shared their opinions about the “people” element in the HEA (2014) framework.

Administrative staff and tutors were the key players identified as delivering the internationalisation strategy at SUCN and their abilities were considered essential to this process. Firstly, the tutors' teaching ability and international awareness are important when the curriculum is being designed and then when it is delivered.

The teaching method should also be internationalised, but now I think it is also related to tutors. (Nichole, PG, MTCSOL, Korean)

It is the tutor who arranges the classes. The tutors, as well as the curriculum, are also deeply involved in internationalisation. (Peggy, UG, BCLL, Laos)

Actually, ISs' learning experiences, especially their internationalisation experiences, largely depend on the tutors' ability to deliver the knowledge and encourage interaction between ISs and HSs. However, Nichole's experience was negative as she maintains that ISs' needs were ignored by the tutors.

The tutors, even after we had reflected on our difficulties as ISs a few times, still teach like before. They have not changed, so I gave up somehow. (Nichole, PG, MTCSOL, Korean)

Additionally, tutors should be trained well to possess a certain level of international awareness according to the ISs. Tutors are expected to understand and address ISs' needs and deliver the curriculum in an internationalised manner.

Actually the teachers' quality is really good. However, maybe they don't know how to teach ISs. (Samuel, PG, MTCSOL, Laos)

When the staff have received training, the modules become reasonable, and activities the same as well... (Ruby, PG, MTCSOL, Malaysian)

Accordingly, tutors should be aware of the differences between teaching HSs and ISs, and make appropriate adjustments to curriculum design. Therefore, staff training is required for the tutors to design and deliver a truly internationalised curriculum.

Additionally, SUCN-ISs also emphasised the important role that administrative staff play in the internationalisation process. A lack of international awareness on behalf of the admin staff largely affected their internationalisation experience.

I was surprised that she (one of the administrative staff) spoke to me like that. Very rude I think. (Ruby, PG, MTCSOL, Malaysian)

Also, managing ISs is very important, but there are some staff who don't know. Maybe they know the theory, but they lack experience. (Nichole, PG, MTCSOL, Korean)

The ISs indicated that a basic level of intercultural communication skills was required for the admin staff to interact with them. Further discussion of how the staff's ability influences ISs' experience of internationalisation is presented below in section 5.2.2.

Sub-theme 7: An integrated process

After studying at SUCN for a whole academic year, ISs started to realise that the internationalisation process should be an integrated one with all the requisite factors considered and engaged.

It is a whole process in which each element of this framework needs to perform together. (Leo, UG, BCLL, Laos)

They suggested that “knowledge” and “values” need to be integrated into “activity”, “curriculum” and “organisation” by “people” in the HE sector. Accordingly, they were able to grasp the core concept of the HEA (2014) framework based on their individual experiences, rather than understand each of the elements separately. For example, they linked the tutors (the “people” element) with an internationalised curriculum (the “curriculum” element) based on their experience of SUCN's internationalisation strategies.

I think People are also a central factor. We need proper people to manage, to organise. The curriculum is also arranged and designed by people. (Ruby, PG, MTCSOL, Malaysian)

Accordingly, ISs regarded “people” as the central factor from all six HEA (2014) factors, and expected university staff to be actively involved in the operationalisation and conceptualisation of SUCN's internationalisation strategy, for example designing the curriculum, promoting activities, delivering knowledge and values. ISs also shared specific examples where they felt the importance of university staff in the internationalisation process at SUCN mattered.

In the module of Error Analysis, the tutors shared their overseas teaching experience with us, and also invited some tutors from the Overseas Institute to teach the module Classroom Teaching. (Margret, PG, MTCSOL, Korean)

Teaching staff is an initial part of the framework, as it can be seen as part of People, but is also related to curriculum and organisation as well. (Samuel, PG, MTCSOL, Laos)

To sum up, this section has presented the findings from three rounds of interviews which illustrated the understanding process of ISs towards the internationalisation strategies at SUCN. A total of seven sub-themes were identified and discussed showing the understanding curve of the ISs. The understandings that came from the ISs' day-to-day learning and living experiences can be used as a review method of the conceptualisation and operationalisation of internationalisation at an institutional level, thus answering RQ1 of this study. Several factors were seen to have influenced the ISs' internationalisation experience. The following section looks in detail at a number of them, from which suggestions to improve ISs' internationalisation experience can be developed.

5.2.2 Theme 2: Factors that influence ISs' understandings of internationalisation

Longitudinal qualitative interviews particularly suit studies which assess change and the factors that contribute to change (Holland, 2006, p.28). Following the identification of the development of ISs' perceptions of internationalisation at SUCN, it is necessary to explore how and why these perceptions evolved over time. According to Theme 1, discussed with seven sub-themes of ISs' perceptions of internationalisation, this section reviews the factors which influenced them.

	Individual factors	Institutional factors
Factors	1. Educational background 2. Self-motivation	3. University operationalisation 4. Interactions with staff

Table 5.6 Factors which influence ISs' perceptions of internationalisation

Table 5.6 shows four factors, at both individual and institutional levels, which were identified from the three rounds of interviews. The following paragraphs discuss how these factors influenced ISs' perceptions of internationalisation during their first academic year at SUCN.

Individual factors

The ISs' understandings of internationalisation shared in the first two rounds of interviews were typically influenced by their educational background and self-motivation to study

abroad. Table 5.7 lists a number of examples from the interview excerpts. Interpretation of these excerpts and sub-themes are presented in the following two sub-sections.

Sub-theme	Excerpts
1. Educational background	When I was at university in my home country, most of the students were just home/HSs, rather than international. (Ruby, PG, MTCSOL, Malaysian).
2. Self-motivation	I really didn't notice anything. For me, whichever university (internationalised or not) is the same. (Peggy, UG, MTCSOL, Laos)

Table 5.7 Factors at an individual level which influence ISs' understandings of internationalisation

Sub-theme 1: Educational background

Firstly, ISs' initial understandings of internationalisation were based on their personal educational backgrounds. For example, they simply recalled their previous learning experiences when asked about the term "internationalisation", and their understandings were vague and unfamiliar at stage 1.

When I was at university in my home country, most of the students were just home/HSs, rather than international. (Ruby, PG, MTCSOL, Malaysian).

During the first round of interviews, participants rarely mentioned any previous experience they had related to internationalisation. The only comments they had were related to ISs who had come to their home countries to learn local languages.

Nowadays, there is increasing number of ISs coming to study in Korean Universities, and many of them are Chinese. The relationship between China and Korea is getting better. They come to learn Korean. (Teresa, PG, MTCSOL, Korean)

Accordingly, ISs' understandings of internationalisation were based primarily on their educational background and previous studying experience at universities in their home countries. Actually, internationalisation as a term itself is very new to them and it was literally understood as "something international". It is therefore reasonable to relate the IS population with internationalisation. However, it is worth pointing out at this stage that there was a lack of institutional efforts to promote internationalisation at SUCN, in the sense of both terminology and as a formal process.

Sub-theme 2: Self-motivation

Self-motivation is another factor identified which had a significant influence on ISs' understandings of internationalisation at SUCN. During the second round of interviews, even

though ISs at SUCN acknowledged the importance of being internationally aware, some of the participants still did not regard it as an important part of their studies. For instance, in contrast to the participants on postgraduate programmes, who shared an updated understanding of internationalisation, those on undergraduate programmes showed little interest in the whole concept because they did not deem it relevant to their studies at SUCN.

I really didn't notice anything. For me, whichever university (internationalised or not) is the same. (Peggy, UG, MTCSOL, Laos)

No matter what the university does is fine I think... I don't think the university's internationalisation is of great importance for me. (Leo, UG, MTCSOL, Laos)

Accordingly, both undergraduate-participants quoted above developed no further understanding of internationalisation after four months of study at SUCN. Moreover, even though some of the PG-ISs acknowledged the importance of being internationally aware, the concept of internationalisation at SUCN was still not regarded as an important part of their student life. As Leo explained in the second round of interviews:

Because after graduation I plan to go back to work in my home country. For teaching Chinese to Laos students, what I need to achieve is to know more about China, which is not necessarily related to internationalisation. (Samuel, PG, MTCSOL, Laos)

Indeed, some motivations were shared by the ISs in the first round of interviews, such as “improving Chinese language proficiency in the native-speaking country”, “being interested in Chinese culture and would like to know more”, and “getting a better job after graduation”, among others. It is clear that none of these are directly related to the internationalisation strategies of SUCN. It is therefore understandable that ISs were negative about it.

Institutional factors

In addition to ISs' individual factors, a number of factors at the institutional level were also identified. For example, ISs constantly emphasised that SUCN failed to promote the concept for internationalisation and make efforts to improve the international experience of ISs. Table 5.8 demonstrates the two factors at the institutional level with excerpts drawn from interview transcripts.

Sub-themes	Excerpts
3. University operationalisation	We were told it (the opening ceremony) was for Chinese students only. Only a few of us are foreign students, so there is nothing for us this year. (Ruby, PG, MTCSOL, Malaysian)
	(The university staff) never mentioned this topic to us. (Teresa, PG, MTCSOL, Korean)
4. Interactions with staff	Teaching methods matter. If the tutors asked us to have more interactions in class, rather than keep talking for three hours, I would feel more like I was learning in an internationalised university. (Margaret, PG, MTCSOL, Korean)

Table 5.8 Factors at the institutional level which influence ISs' understandings of internationalisation

Sub-theme 3: University operationalisation

The operationalisation issue was raised during the 1st round of interviews, when the ISs had not had any exposure to the concept of internationalisation at SUCN. In addition, very few SUCN organised activities relevant to internationalisation were available for ISs. For example, none of the participants had taken part in any activities during their first few weeks since starting their degree programmes. Activities such as induction programmes and fresher weeks, standard at other universities, were absent at SUCN. The only institutional event the participants mentioned at the beginning of their degree programmes was an opening ceremony, to which they were not invited.

We were told it (the opening ceremony) was for Chinese students only. Only a few of us are foreign students, so there is nothing for us this year. (Ruby, PG, MTCSOL, Malaysian)

The lack of promotion of internationalisation and organised events might have caused initial difficulties for the ISs to get to know the internationalisation strategy at SUCN. Even though the research suggests the importance of orientation events for ISs to adapt to an unfamiliar educational system and environment (Hou, Montgomery, & McDowell, 2011), no efforts had been made to arrange such events.

On the other hand, the documentary analysis (4.2.1) indicated that very few official documents had outlined the necessity of promoting the concept of internationalisation to students. It is thus not surprising that the participants were unfamiliar with this concept from the first two rounds of interviews. In fact, eight from 10 participants emphasised that nothing related to internationalisation had been highlighted during the whole academic year.

(The university staff) never mentioned this topic to us. (Teresa, PG, MTCSOL, Korean)

Never did our teachers talk about this. And I have no idea what to do with internationalisation. (Samuel, PG, MTCSOL, Laos)

In fact, this scenario was not unique to SUCN. Previous studies have claimed that universities face multiple challenges in addressing issues related to internationalisation, one of which is the development of an “international agenda”—a programme of development and operational activities which may not be integrated into a wider institutional strategic plan (Maringe and Foskett, 2010). Therefore, even though some tutors were capable of and attempted to deliver the concept of internationalisation in class, ISs at SUCN could hardly realise the important role that internationalisation might play in their learning and living experiences mainly because there was no institutional plan to promote internationalisation.

Sub-theme 4: Interactions with Staff

Since university staff are the operators of the university, ISs regarded interaction with them an important factor which influenced their understandings of internationalisation. Firstly, tutors were the providers of knowledge, part of which the ISs expected to contain information related to internationalisation. The manner in which tutors delivered the classes was also another way for the ISs to experience internationalisation.

Teaching methods matter. If the tutors asked us to have more interactions in class, rather than keep talking for three hours, I would feel more like I was learning in an internationalised university. (Margaret, PG, MTCSOL, Korean)

Accordingly, a lack of effort to promote the concept and deliver the experience of internationalisation was concluded by ISs at SUCN with regard to their tutors.

On the other hand, the interactions with administrative staff were also considered essential for ISs’ experiences as these interactions usually occurred during their daily lives.

The university staff’s performance like this really made me feel that if a university wants to be internationalised, all its staff, not only the teachers, but more often the administrative staff who manage and support students, are very important. (Ruby, PG, MTCSOL, Malaysian)

Even though the experience that Ruby had was negative, it suggested that her experience would have been better if the administrative staff had the ability to support and manage ISs. The ISs’ understandings of internationalisation was influenced and developed by experiences such as this. Therefore, as discussed in the previous section, the ISs suggested that university staff, as an essential part of the “people” element in the HEA (2014) framework, should possess a certain level of awareness and ability to promote internationalisation at SUCN. In

fact, the literature in the IHE field agree with this as it has widely been acknowledged that university staff should be aware of internationalisation in HE and be sure of their roles in this process (Castro et al., 2016, p 418).

5.2.3 Summary

This section has presented the ISs perspectives on internationalisation and investigated both individual and institutional factors which influenced them throughout three stages over the course of their degree programmes (see Figure 5.2).

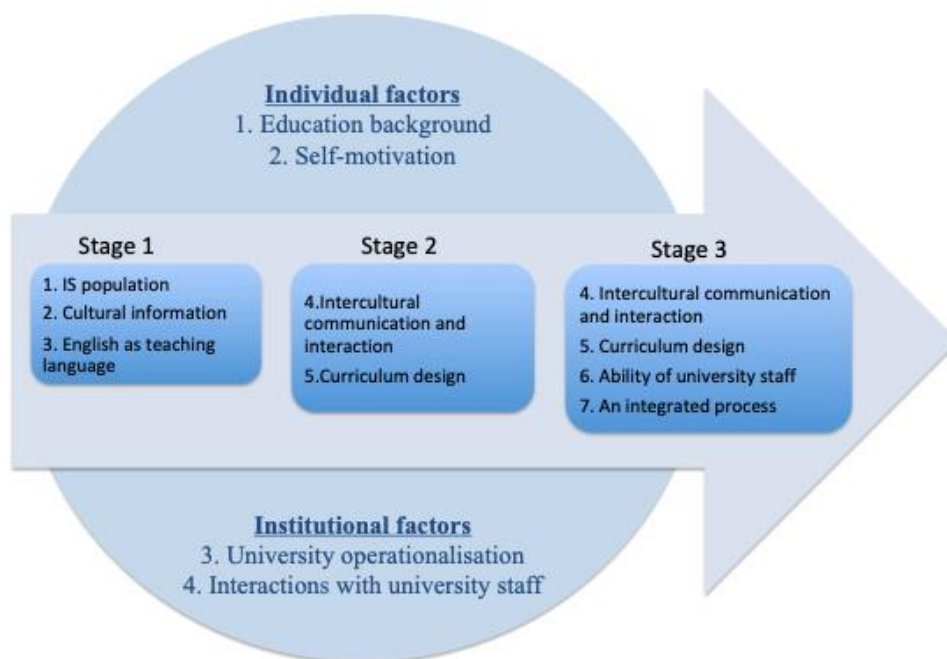


Figure 5.2 The evolution of ISs' understandings of internationalisation and the factors which influence them

In stage 1, a large IS population was regarded as a major symbol of internationalisation by ISs at SUCN. They also indicated that they should be able to obtain cultural information and use English as a teaching language in an internationalised university. In this stage, ISs' understandings of internationalisation were based on the first impression of this term garnered throughout their educational background. Therefore, their understandings were largely superficial and focused mostly on what they saw in the university. Unfortunately, SUCN failed to promote the concept and provide the experience of internationalisation during the early weeks when the ISs first started their degree. In stage 2, ISs started to realise that the measurement of the IS population was a superficial and cosmetic indicator of internationalisation. They started to value intercultural communication and a curriculum designed with international awareness. However, due to a lack of interest and mis-matched motivations, some ISs were reluctant to explore the notion of internationalisation and developed little understanding of it. In stage 3, while still interested in intercultural

communication and an internationalised curriculum, ISs indicated that all the elements should be integrated together to realise the internationalisation at SUCN, in which university staff, as part of the “people” element, play a central role.

The presented interview data, which illustrate the evolution of the ISs’ understandings, can be used to answer RQ1- “How is internationalisation conceptualised and operationalised at an institutional level?” The presented examples were just a section of those that ISs shared to indicate their understandings of internationalisation at SUCN. More detailed examples of ISs’ learning and living experiences are presented in Chapter 6, where they are compared with the institutional goals of SUCN’s internationalisation strategy. ISs’ understanding and experience of internationalisation at SUCN will then be used to review the internationalisation strategy at SUCN and provide empirical evidence to propose practical suggestions for promoting internationalisation at Chinese universities (8.2.1).

5.3 ISs’ perceptions of internationalisation at NEUK

Three rounds of longitudinal interviews were conducted with 12 participants at NEUK over the course of their one-year degree programmes. Similar to the last section, the identified interview findings are categorised into two themes based on the ISs’ perceptions of internationalisation. The following sections firstly present the development of ISs’ understandings during the whole academic year. Several factors were also found to have influenced their understandings, presented and discussed below in detail.

5.3.1 Theme 1: ISs’ understandings of internationalisation at NEUK

This section presents and analyses ISs’ experiences and understandings of internationalisation at NEUK over time. A total of six sub-themes have been summarised, with differing emphases according to the stage of the ISs’ degree programmes. Table 5.9 illustrates all the sub-themes which will be discussed in detail according to the interview data in this section.

	Stage 1	Stage 2	Stage 3
Aspects of ISs’ understanding of internationalisation	1. Student mobility 2. Intercultural communication 3. International curriculum design	4. Multicultural learning environment 3. International curriculum design	3. International curriculum design. 4. Multicultural learning environment 5. Ability of university staff

Table 5.9 The NEUK-ISs’ understandings of internationalisation over time

Stage 1: Early teaching weeks

Unlike ISs at SUCN, NEUK-ISs indicated some level of understanding of internationalisation even during their early teaching weeks. For example, they were well aware of student mobility, enjoying intercultural communication and cherishing the international curriculum design.

Sub-themes	Excerpts
1. Student mobility	When you are walking on campus after class, you can see students with different nationalities. (Harper, PG, TESOL, Saudi)
	My personal understanding of IHE is that there are some exchange programmes in this university, such as business school, sending students to Asia. And more ISs coming, studying here, and feeling the culture of Great Britain. (Kevin, PG, TESOL, Chinese)
2. Intercultural communication	To have communication with them (students from other cultural backgrounds) feels good. (Fiona, PG, TESOL, Saudi)
	There were three groups in the class, and 13 to 14 people in each group. There was only one Vietnamese. There were all Chinese in our group and it is unavoidable. (Betty, PG, TESOL, Chinese)
3. International curriculum design	University set this course to help students know more about cross-cultural communication I guess. (Cecilia, PG, TESOL, Chinese)
	Something that teachers should share, like something related to international teaching methods. They should learn these methods and teach us in their classes. (Amy, PG, TESOL, Chinese)

Table 5.10 Examples of ISs' understandings of internationalisation at NEUK in stage 1

Sub-theme 1: Student mobility

Firstly, similar to ISs at SUCN, NEUK-ISs also regarded a large IS population on campus as a symbol of internationalisation. When they see a large number of ISs, they feel they are studying in an internationalised university.

The university's student population should be quite international. It should have a lot of international students, exchange students, and so on. (Amy, PG, TESOL, Chinese)

When you are walking on campus after class, you can see students with different nationalities. (Harper, PG, TESOL, Saudi)

In addition, NEUK-ISs extended their understanding of standards of internationalisation to the variety of nationalities across the IS population. The higher the diversity, the more internationalised they regarded the university. In this case, some participants indicated their disappointment about their degree programme being not very internationalised.

In fact, NEUK gave me the impression of being internationalised since after class you can see students from different nationalities on campus. So the "not internationalised" I am referring to here is only for our programme. The student population and nationalities largely depends on the subject area. For instance, my friend who studies in Geochemistry

has more classmates from Africa; the subject of TESOL attracted more students from Asia. (Jane, PG, TESOL, Chinese)

According to the fieldwork findings (Chapter 4), approximately 80% of the ISs on the TESOL programme were Chinese. Therefore, Jane believed that her experience in the programme was not that internationalised. Therefore, the IS population and the variety of nationalities were considered two important indices to determine the internationalisation level of a university.

On the other hand, ISs regarded the student exchange programmes provided by NEUK as a practical approach to promoting internationalisation.

My personal understanding of IHE is that there are some exchange programmes in this university, such as business school, sending students to Asia. And more ISs coming, studying here, and feeling the culture of Great Britain. (Kevin, PG, TESOL, Chinese)

As revealed from the fieldwork in Chapter 4, which showed that NEUK has announced on its website that it intends to promote internationalisation and students' international learning abilities, NEUK was more strategically prepared than SUCN in the internationalisation process. At the same time, these efforts have been noticed and appreciated by ISs as offering them a unique experience of internationalisation.

Sub-theme 2: Intercultural communication

Unlike SUCN-ISs who regarded IS population as a major symbol of internationalisation, Intercultural communication was repeatedly mentioned at NEUK during the interviews as they regarded it a very important aspect of their internationalisation experience. During the early weeks when the ISs had just started their degree programmes, they expressed a strong willingness to communicate and interact with students from other cultural backgrounds.

To have communication with them (students from other cultural backgrounds) feels good. (Fiona, PG, TESOL, Saudi)

However, participants from China were disappointed about their experience and regarded it as not very internationalised because the fact that there were so many Chinese students in their class limited their intercultural communication opportunities.

There were three groups in the class, and 13 to 14 people in each group. There was only one Vietnamese. There were all Chinese in our group and it is unavoidable. (Betty, PG, TESOL, Chinese)

In the module of Introduction to TESOL, we have peer-teaching sessions, in which you need to practice your teaching in front of the others. It is a group work, but our group

members are all from China. The students' nationalities thus influenced our intercultural communicating opportunities. (Kevin, PG, TESOL, Chinese)

Communication in Chinese and interactions with Chinese in a British university appears to be limiting the international experience. However, the tutors are well aware of this awkward situation and try their best to improve it. However, the situation is not easy to change due to the preponderance of Chinese students in the degree programmes which the participants were studying on.

(Internationalisation at NEUK)... shouldn't take Chinese as the common language to communicate. Basically, the classmates in our programme are all the same, we speak Chinese to each other every day. (Jane, PG, TESOL, Chinese)

Even though the tutor said he would allocate at least one foreign in each group, we just have too many Chinese students. It is not what I assumed would be the case learning in an internationalised university. (Cecilia, PG, TESOL, Chinese)

Accordingly, Kevin and Cecilia did not consider their learning experience very internationalised because they lack opportunities to interact with students from other cultural backgrounds. Indeed, intercultural communication is hard to develop on a degree programme in which one nationality dominates numerically.

The quoted and shared comments from the participants indicated that their understanding of internationalisation originated from their own situations of learning and living at NEUK. The next sub-theme illustrates how they get to know internationalisation from the curriculum design at the institutional level.

Sub-theme 3: International curriculum design

A curriculum specifically designed with international awareness was considered another crucial way through which ISs understood and felt internationalisation. Firstly, ISs expected NEUK to have an internationalised aspect in its teaching content. For instance, Amy expected the tutors to introduce more international teaching methods so that they could use them to teach their students in the future.

Something that teachers should share, like something related to international teaching methods. They should learn these methods and teach us in their classes. (Amy, PG, TESOL, Chinese)

The TESOL programme and the Cross-cultural Communication module were both mentioned and regarded as examples of internationalisation at NEUK. Since these courses are naturally

related to international aspects which require intercultural information, ISs could easily notice the internationalisation aspect here and familiarise themselves with it.

University set this course to help students know more about cross-cultural communication I guess. And if we can attend this class, we can become more international, I mean, in our communicating style or cultural knowledge. (Cecilia, PG, TESOL, Chinese)

Additionally, ISs believed that the way tutors taught mattered a lot. They expected the tutors to take a non-traditional (international) approach to teach, namely a more interactive way rather than merely lecturing. The ISs indicated that students should play a more central and more active role during classes.

I think in a foreign class the students should play a very important role and they should speak more. (Jane, PG, TESOL, Chinese)

In summary, similar to SUCN-ISs, NEUK-ISs also considered the IS population on campus as an important symbol of an internationalised university. Moreover, they added that the diversity of the nationalities of the ISs is an important factor in internationalisation. This is directly relevant to the intercultural communication they expected from students from different cultural backgrounds. Both NEUK and the tutors had made certain efforts to promote internationalisation. For example, NEUK promoted its internationalisation strategy by incorporating a specially designed curriculum and providing student exchange programmes. The tutors were also aware of the necessity of intercultural communication and tried to improve it.

Stage 2: Four months into the programme

The second round of interviews was conducted four months after the ISs started their degree programmes. They believed that a multicultural learning environment (sub-theme 4) had been created on campus, which they considered another symbol of internationalisation. On the other hand, they still regarded the international curriculum design (sub-theme 3) as one way they discovered the internationalisation process at NEUK.

Sub-themes	Excerpts
4. Multicultural learning environment	In most of my student life I currently still see students from the same country with me. So maybe this is the reason why I didn't experience a lot related to internationalisation. (Doris, PG, TESOL, Chinese)
	I don't think it is internationalised. We sit together in class, but with no communication. It's totally the same like in Bangkok. But from the appearance it is an international class because we have students from different countries. (Isabella, PG, TESOL, Thai)
3. International curriculum design	When we have an international teaching content. We learn stuff from academics from different countries and aspects. (Betty, PG, TESOL, Chinese)
	It counts (as internationalisation), because for us the main thing is studying, thus it must be internationalisation if you mention the situation in different countries. (Cecilia, PG, TESOL, Chinese)

Table 5.11 Examples of ISs' understanding of the internationalisation at NEUK in stage 2

Sub-theme 4: Multicultural learning environment

After studying at NEUK for four months, the ISs started to focus on more fundamental aspects that the large IS population had brought.

In those small classes, every student has their own cultural background. I feel like I am in a multicultural learning environment and it feels like studying abroad. However, in those big classes, it is very traditional because the tutors teach and the students listen. I prefer the small classes and feel it easier to get involved. (Jane, PG, TESOL, Chinese)

A multicultural learning environment was a new term brought up by the ISs at NEUK. It evolved from the IS population and intercultural communications which they experienced in stage 1. Firstly, a large IS population was still necessary.

ISs from various countries, with different skin colours can be seen everywhere if you walk in the university. That is a background of the typical internationalised learning environment. (Kevin, PG, TESOL, Chinese)

But ISs focused more on the diversity of cultural backgrounds, in other words, the variety of nationalities of ISs.

In most of my student life I currently still see students from the same country with me. So maybe this is the reason why I didn't experience a lot related to internationalisation. (Doris, PG, TESOL, Chinese)

Superficially, ISs cared about the appearance of the students on campus. It reassured them that the university was an international one if they saw many students of different nationalities studying on campus. However, as some of the Chinese participants mentioned, the large

number of Chinese students in their classes made it feel as if they were still studying in China. Accordingly, NEUK-ISs argued that an internationalised university should first possess multicultural students.

Secondly, the presence of multicultural students was considered a necessary but not a sufficient condition for an internationalised educational experience, and the students said they would also like the university to create a learning environment which facilitates interaction among the multicultural student body. Developed from the intercultural communication aspect pointed out in Stage 1, the ISs expected to interact more with the multicultural students.

I'd suggest more interactions with students from different countries. If it's just with English-speaking tutors, and we have students from different countries and with different skin colours sitting in the classroom, that might be a type of superficial internationalisation. (Amy, PG, TESOL, Chinese)

I don't think it is internationalised. We sit together in class, but with no communication. It's totally the same like in Bangkok. But from the appearance it is an international class because we have students from different countries. (Isabella, PG, TESOL, Thai)

Accordingly, NEUK-ISs regarded their learning experience as a superficial internationalisation experience because they had few chances to interact with cultural others. This finding indicates that ISs review and understand internationalisation at NEUK through their personal learning and living experiences. This updated understanding clearly represented a deeper understanding of internationalisation compared to Stage 1.

Sub-theme 3: International curriculum design

An international curriculum design was repeatedly mentioned by the participants in Stage 2. While still focusing on classroom interaction, ISs indicated that an internationalised university should provide its students with international or intercultural knowledge and information through the content of the curriculum.

When we have an international teaching content. We learn stuff from academics from different countries and aspects. (Betty, PG, TESOL, Chinese)

Teaching and learning arrangements through tutors were also considered very important for ISs' internationalisation experience. ISs expected the tutors to promote a wide range of knowledge in classroom.

In class, the tutor asks what the situation is in China. He also mentions that we have students from Philippines and Thailand, and asks what the situation in Thailand is.
(Kevin, PG, TESOL, Chinese)

Accordingly, Kevin believed that exchanging cultural information was a practical approach to “the internationalisation of teaching and learning” claimed by NEUK in its internationalisation strategy. This perspective was echoed by Cecilia, who suggested exchanging information through “in-class interaction” as a typically internationalised curriculum design. She mentioned the experience of exchanging information with students from other countries in a multicultural class.

It counts (as internationalisation), because for us the main thing is studying, thus it must be internationalisation if you mention the situation in different countries. (Cecilia, PG, TESOL, Chinese)

On the other hand, ISs had developed their understandings of internationalisation over four months of learning at NEUK. Most of them emphasised the international collaboration programmes and overseas campuses of NEUK and regarded those as symbols of the internationalisation of NEUK.

I heard there are some overseas campus and cooperation with other universities abroad, you know, such as cooperation with Xiamen University, and overseas campus in Singapore... (Amy, PG, TESOL, Chinese)

Actually, the exchange programmes at NEUK had been noticed by ISs in Stage 1. However, this was only regarded as one aspect of the internationalisation strategy and ISs did not know much about the programmes at NEUK. In Stage 2, ISs got to know more about them because they considered them a valuable internationalisation experience if they had opportunities to become involved in these programmes.

I think it may have some workshops, like going to other countries, because they are all EU countries. We can go to other countries to attend some classes in other countries, or something like that, a kind of communication. (Kevin, PG, TESOL, Chinese)

In summary, NEUK-ISs developed their understanding of internationalisation over four months of learning in every dimension. Although they were focused on similar aspects compared to Stage 1, they expanded on each factor more generally. Therefore, sub-themes were changed with new aspects added, representing a cognitive development of the ISs. For instance, while still focusing on the IS population and intercultural communication, ISs emphasised the importance of the multicultural learning environment created by interacting with other ISs from different cultures. On the other hand, ISs no longer simply acknowledged

the existence of an international exchange programme; they expected to get involved and believed it was a form of internationalisation. Accordingly, there was a comprehensive development of ISs' understanding of internationalisation after four months' learning at NEUK. These understandings originated from ISs' day-to-day learning and living experiences which could not depart from the operational practice at NEUK.

Stage 3: End of the one-year degree programme

The 3rd round of interviews was conducted at the end of the taught part of the PG programme. After being immersed in learning at a foreign university for ten months and taking at least six taught modules, NEUK-ISs were able to share their perceptions and experiences of the conceptualisation and operationalisation of internationalisation at NEUK in more detail. Similar to the interview procedure at SUCN, the HEA (2014) Framework for Internationalising Higher Education was introduced to them as a reference point to review their past ten months' learning and living experience accordingly. The following sections present their updated perspectives of internationalisation at NEUK with two pre-existing sub-themes, namely international curriculum design (sub-theme 3) and multicultural learning environment (sub-theme 2), and a new sub-theme, sub-theme 5 – the ability of university staff.

Sub-themes	Excerpts
3. International curriculum design	Well, it is quite internationalised in terms of the content because I feel that the tutors were talking about, for example, or mentioning, a few teaching materials in class, which is quite updated in the current academic area. (Cecilia, PG, TESOL, Chinese)
	The knowledge delivered in class should be varied so that the tutor would not limit your thinking and opinions to a typical culture. (Fiona, PG, TESOL, Saudi)
	[We need] content that is useful for ISs from many other countries (rather than solely the UK). In short, the teaching content should meet our needs. (Doris, PG, TESOL, Chinese)
4. Multicultural learning environment	Communication is more meaningful if everyone is sharing with each other, gaining more information through sharing and discussions. (Amy, PG, TESOL, Chinese)
	There are students from different countries, and we have classes together. We do group work together, and we communicate with each other. A good experience of learning. (Harper, PG, TESOL, Saudi)
5. The ability of university staff	Since the lectures are playing the leading role in a multicultural classroom, I think it is quite natural to have higher requirements of tutors. (Kevin, PG, TESOL, Chinese)
	I would like the tutors to organise more activities for us to interact with other international students. We don't have that many opportunities to speak with them now. (Betty, PG, TESOL, Chinese)

Table 5.12 Examples of ISs' understandings of internationalisation at NEUK in stage 3

Sub-theme 3: International curriculum design

An international curriculum design, as one of the most important aspects of internationalisation, was mentioned frequently during all three rounds of interviews. ISs had developed a much deeper understanding and enhanced expectations of teaching contents and pedagogy by this stage.

Firstly, ISs considered up-to-date teaching content with an international awareness to be crucial. Knowledge and information delivered by tutors was expected to broaden ISs' horizons and relate to current affairs.

What we are learning now is connected with the latest theories and practices in the world. (Betty, PG, TESOL, Chinese)

Well, it is quite internationalised in terms of the content because I feel that the tutors were talking about, for example, or mentioning, a few teaching materials in class, which is quite updated in the current academic area. (Cecilia, PG, TESOL, Chinese)

Accordingly, ISs appreciated the teaching content as relevant to the most recent practices in the fields which they were interested in. Moreover, they were also demanding a wider intercultural or international dimension to the teaching content. For instance, an ideal internationalised teaching content at NEUK should not focus solely on the UK context but should also be global.

At an internationalised university, the courses shouldn't only concentrate on the host country. The teaching content designed in the curriculum should never only focus on the UK while ignoring other countries. (Kevin, PG, TESOL, Chinese)

[We need] content that is useful for ISs from many other countries (rather than solely the UK). In short, the teaching content should meet our needs. (Doris, PG, TESOL, Chinese)

Additionally, the ISs had looked much deeper behind the international teaching content and emphasised the necessity to respect and cherish other cultures. They believed that an internationalised university should endeavour to promote different values from different cultures, rather than the single mainstream value of the host country.

The knowledge delivered in class should be varied so that the tutor would not limit your thinking and opinions to a typical culture. There should not be one single value here in an internationalised university. On the contrary, the values should take more into consideration, broader perspectives rather than be limited to the mainstream value of the host country where the university is located. (Fiona, PG, TESOL, Saudi)

Therefore, the ISs suggested that the university's internationalisation strategy should provide its students with the teaching content which covered the most updated information from various countries and allow students to apply that knowledge to different contexts. All of these perceptions of internationalisation are directly related to the teaching content under the category of "curriculum" in the HEA framework.

The teaching methods that tutors apply in the classroom are considered another important aspect of ISs' internationalisation experiences and were repeatedly mentioned during the three rounds of interviews. In Stage 3, ISs appreciated the more interactive teaching methods applied in small classes and believed they were an effective internationalisation experience since they allow them to reflect on their classes and give instant feedback to the tutors.

But when it comes to the small classes, we sit in a circle and are required to have a discussion. That really feels international genuinely. (Isabella, PG, TESOL, Thai)

Learning in this way provides us with opportunities to reflect on and give feedback as students, as learners, and as participants in the classroom. We reflect on various angles and perspectives that are brought from different countries. (Jane, PG, TESOL, Chinese)

Rather than sitting and listening to lectures the whole time in the linear learning style, the interactive method allows various opportunities to students to constantly give and reflect on feedback between tutors and themselves. The pedagogy was mentioned repeatedly by ISs because it was a major part of their learning experience at NEUK.

Sub-theme 4: Multicultural learning environment

Similar to the 2nd round of interviews, NEUK-ISs continued to express their perceptions on internationalisation based on the multicultural learning environment in and out of the classroom. Rather than focusing on the size of the IS population and international exchange programmes, they urged the necessity of cross-cultural communication as an ideal internationalisation experience.

There are students from different countries, and we have classes together. We do group work together, and we communicate with each other. A good experience of learning.
(Harper, PG, TESOL, Saudi)

On the other hand, ISs pointed out that communication between ISs from different cultural backgrounds also counted as cross-cultural communication and was as beneficial as communication with local British students. They cherished the multicultural learning environment created and valued the cultural knowledge they learnt through communicating with cultural others within this environment.

Communication between students also counts as internationalisation because we are sharing with each other and learning from each other, not only to be with British students.
(Betty, PG, TESOL, Chinese)

Communication is more meaningful if everyone is sharing with each other, gaining more information through sharing and discussions. (Amy, PG, TESOL, Chinese)

Accordingly, the ISs were no longer focusing on the superficial appearance of the campus, but were starting to enjoy and demand information and knowledge obtained from cultural others. This could be highlighted as evidence of an authentic understanding of internationalisation at NEUK.

Sub-theme 5: The ability of university staff

When given the HEA (2014) framework, NEUK-ISs reflected greatly on the “people” element. Firstly, they realised that ISs themselves were part of the “people” and they considered the IS population an important aspect. Furthermore, they considered university staff as playing a central role in the internationalisation process at NEUK and regarded their individual abilities important in generating an internationalised experience for ISs.

Well, that all depends on the tutors' discourse and arrangement. (Grace, PG, TESOL, Chinese)

Since the lectures are playing the leading role in a multicultural classroom, I think it is quite natural to have higher requirements of tutors. (Kevin, PG, TESOL, Chinese)

Accordingly, for the ISs it is the university staff who make the teaching arrangements and deliver international or non-international knowledge to the students. Therefore, their abilities to deliver international information matter to ISs in the internationalisation process. On the other hand, the university staff's international awareness and open attitude about different cultures, especially ISs' individual cultures, was considered important in ISs' learning experiences at NEUK.

When we are collecting data for the dissertation, my supervisor suggested that we collect it from our home countries because he knows that we are going back to work in our own countries. So knowing the situation of our home countries would be more helpful for our future careers. What I experienced here is that the tutor/supervisor realised that the students in this programme are from different countries and cultural backgrounds, and also he expressed an interest in knowing what's happening in my country. (Grace, PG, TESOL, Chinese)

Accordingly, Grace appreciated the tutor's awareness of students' individual circumstances and active encouragement to take advantage of his/her different cultural background. Thus internationally aware university staff who actively encourage ISs to embrace multi-cultures play a key role in the internationalisation process at NEUK.

When asked about the "organisation" element in the HEA framework, ISs did not mention much because they believed that university staff, as representatives of NEUK, were the direct lines of contact between the university and themselves. Their expectations from the university rely on the ability and willingness of the university staff to deliver them. For example, ISs demand more opportunities to interact with cultural others and rely on the university staff's efforts to plan and organise these opportunities.

I would like the tutors to organise more activities for us to interact with other international students. We don't have that many opportunities to speak with them now. (Betty, PG, TESOL, Chinese)

To sum up, NEUK-ISs developed a much wider understanding of internationalisation after 10 months' learning and living at NEUK. After being introduced to the HEA (2014) framework, they shared more experience against each element in the framework, especially related to the "curriculum" and "people" elements. ISs enjoyed the interactive teaching methods through

which they were able to obtain latest information and knowledge from tutors and provide and receive instant feedback. While no longer focusing on the superficial aspects of internationalisation, ISs enjoyed the multicultural learning environment created at NUEK. From all the elements in the HEA framework, ISs considered university staff (part of the “people” element) as playing a central role in the internationalisation process at NUEK. It was the university staff who made the teaching arrangements, delivered the teaching content, and even accommodated their needs for organising more activities to interact with cultural others.

5.3.2 Theme 2: Factors that influence ISs’ understandings of internationalisation

Similar to the interviews at SUCN, NEUK-ISs shared their understandings of internationalisation according to their university experiences. It was clear that these understandings were influenced by certain factors, including individual ones such as self-motivation, but that the more important factors come from the university. A number of factors are categorised into individual and institutional in Table 5.13.

	Individual factors	Institutional factors
Sub-themes	1. Self-motivation	2. University operationalisation 3. Efforts of university staff

Table 5.13 Factors that influence ISs’ understandings of internationalisation

Individual factors

NEUK-ISs’ understanding of internationalisation shared in the 1st round of interviews were clearly influenced by their motivation for studying abroad. Table 5.14 provides two examples from the interview excerpts.

Sub-theme	Excerpts
1. Self-motivation	I think it is internationalisation that I came to study here as an international student. (Amy, PG, TESOL, Chinese)
	I am expecting to have a more practical learning experience, getting in touch with tutors and students from different countries... and experiencing different teaching methods and formats. (Doris, PG, TESOL, Chinese)

Table 5.14 Individual factors that influence ISs’ understanding of internationalisation

Sub-theme 1: Self-motivation

Unlike SUCN-ISs, whose motivation was to learn Chinese culture and language, NEUK-ISs were motivated to become part of the internationalisation process and manage to take the most advantage from it.

I think it is internationalisation that I came to study here as an international student.

(Amy, PG, TESOL, Chinese)

I am expecting to have a more practical learning experience, getting in touch with tutors and students from different countries... and experiencing different teaching methods and formats. (Doris, PG, TESOL, Chinese)

Actually, almost all participants had expressed their expectations from studying at NEUK in the 1st round of interviews because they believed they would have an international experience. Since they were motivated and prepared to experience internationalisation at NEUK, they would get to know the concept much easier and faster. Similarly, ISs expressed their opinions about international teaching methods because they expected and looked forward to such teaching methods. Therefore, their deepened understanding of internationalisation was influenced by their own motivations and expectations.

There are students from different countries, and we have classes together, we do group work together, and we communicate with each other. A good experience of learning.

(Harper, PG, TESOL, Saudi)

Additionally, when ISs expressed a positive motivation for learning internationally, they paid more attention to information relevant to it. For example, both Kevin and Amy had mentioned their experience of obtaining information from the NEUK website about exchange programmes in the first two rounds of interviews. Therefore, ISs' motivation helped them to develop their understanding of internationalisation at NEUK.

Institutional factors

More importantly, several influential factors were external, coming from NEUK as it interacted with ISs in every aspect during their studies, and aimed to do so as outlined in its internationalisation strategy. Two institutional factors were generalised and discussed, namely university operationalisation (sub-theme 2) and the efforts of university staff (sub-theme 3) (see Table 5.15).

Sub-themes	Excerpts
2. University operationalisation	It is very clear on the university's website. There are different faces on it. There are some Asian faces, African faces, (indicating that ISs studying at NEUK are from different regions). (Kevin, PG, TESOL, Chinese)
	I remember the handout, the international week, very long time ago since the first week. (Isabella, PG, TESOL, Thai)
3. The efforts of university staff	There should be something related to internationalisation. He mentioned there are a great number of international students at NEUK. (Betty, PG, TESOL, Chinese)
	If the tutor lets us know the situation in other countries, we are able to know more about other countries, and what is happening in other countries...yes, it is some kind of international horizons. (Kevin, PG, TESOL, Chinese)

Table 5.15 Institutional factors that influence ISs' understanding of internationalisation

Sub-theme 2: University operationalisation

Unlike the interviews at SUCN, where few internationalisation examples of university operationalisation were shared, NEUK-ISs shared several examples throughout the three rounds of interviews.

Firstly, NEUK shows its efforts at internationalisation through the promotion of international signs and emblems, both on campus and online. For instance, certain signs of other cultures were found on campus.

I can already see things what they are trying to do. They have Arabic, sometimes you can see Arabic signs around the university. (Fiona, PG, TESOL, Saudi)

Additionally, NEUK also promoted international information and knowledge through activities and events focused on ISs.

I remember the handout, the international week, very long time ago since the first week. (Isabella, PG, TESOL, Thai)

ISs valued and appreciated the opportunities to become involved in these events and activities, at which they obtained multicultural information. Such experience shaped and influenced ISs' cognition of internationalisation at NEUK.

NEUK also promoted internationalised information on its website, especially on its IS recruitment webpage.

I have seen something related to internationalisation from the recruitment discourse. It mentioned NEUK as a comprehensive internationalised university. (Isabella, PG, TESOL, Thai)

It is very clear on the university's website. There are different faces on it. There are some Asian faces, African faces, (indicating that ISs studying at NEUK are from different regions). (Kevin, PG, TESOL, Chinese)

Looking at pictures of students with different skin colours studying together on campus, NEUK appeared as an internationalised university to its potential applicants even before they had a first look at the campus by themselves. Therefore, ISs considered NEUK internationalised before they arrived.

Indeed, NEUK made great effort to promote the internationalisation process throughout the students' lives on the campus. While emphasising internationalisation in its institutional strategies, NEUK's efforts influenced ISs' understanding of internationalisation at NEUK and was appreciated by the students.

Sub-theme 3: The efforts of university staff

The efforts of university staff were also not negligible in impacting ISs' understanding of internationalisation because the university staff are the representatives of NEUK who directly interact with each IS. For example, ISs received information related to internationalisation from university staff at the earliest stages of their degree programme. Most of the participants recalled the induction week and believed that it had persuaded them that NEUK is an internationalised university.

There should be something related to internationalisation. He mentioned there are a great number of international students at NEUK. (Betty, PG, TESOL, Chinese)

He had mentioned that there are students from all around the world. (Amy, PG, TESOL, Chinese)

Acknowledging NEUK as an internationalised university at the beginning of their degree programmes helped ISs to better place themselves within the multicultural learning environment and take advantage of it. The acknowledgement also laid down the foundations for ISs' understanding of internationalisation and helped it to grow while obtaining new information from university staff.

In fact, university staff put great effort into promoting internationalisation, efforts which can be identified in the daily teaching routines, especially in those intentionally planned teaching arrangements with an international awareness. Several examples were mentioned in the previous section, noting how tutors provide students with the latest knowledge from all around the world.

If the tutor lets us know the situation in other countries, we are able to know more about other countries, and what is happening in other countries...yes, it is some kind of international horizons. (Kevin, PG, TESOL, Chinese)

This kind of international awareness was appreciated by ISs and ensured them that they were having an internationalised learning experience. Therefore, ISs believed that the university staff's intentions and efforts to promote internationalisation were crucial to their understanding and experience of internationalisation.

Intuitional efforts laid down a solid foundation for ISs' understanding of internationalisation at an early stage while the efforts of university staff constantly updated ISs' understanding. These efforts together helped ISs to experience the internationalisation process at NEUK. Indeed, as discussed in the chapters on the research context and the literature review, an increasing number of studies focus on the efforts of the institutions and the staff in the transformative agenda of IHE (Robson, 2011). However, in these studies the fact that the efforts of the staff are considered important to the students is rarely mentioned (Johns, 2009). The findings in this study will hopefully serve in some way to rectify this omission.

5.3.3 Summary

This section has presented NEUK-ISs' perspectives on internationalisation and investigated both individual and institutional factors which influenced them at three stages of their degree programmes (see Figure 5.3).

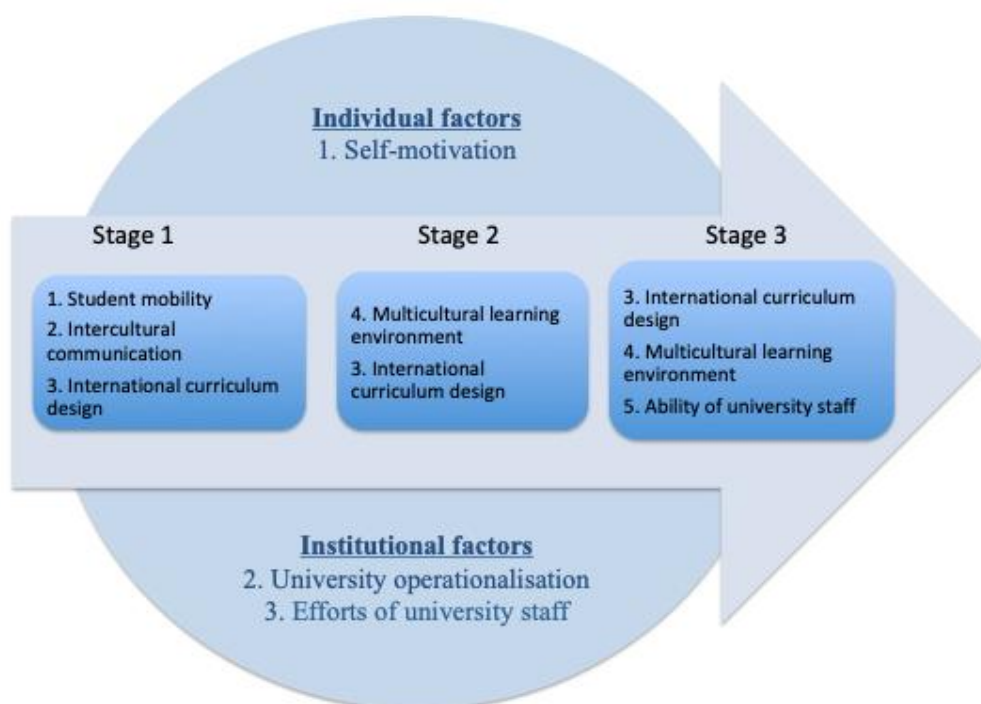


Figure 5.3 The evolution of ISs' understandings of internationalisation and the factors which influence them

Similar to SUCN-ISs in Stage 1, NEUK-ISs regarded the large IS population as a symbol of internationalisation. Moreover, they also emphasised the variety of nationalities of the ISs rather than focusing solely on the total number. This can be attributed to the university operationalisation, where NEUK actively promoted internationalisation information from the earliest stages of the ISs' degree programmes.

Due to ISs' motivations for experiencing internationalisation at a foreign university, they expected intercultural communication with cultural others. They also started to realise that curriculum design with international awareness mattered greatly to their experiences of internationalisation. Led by a strong motivation to experience internationalisation, ISs actively sought opportunities to interact with cultural others in Stage 2. They expected the large IS population to create a multicultural learning environment. However, due to the limited variety of ISs' nationalities on certain programmes, the internationalisation experience was negative even though the university staff were aware of the circumstances and took steps to improve it. On the other hand, ISs were enthusiastic about a curriculum designed with international awareness and expected to be actively involved in such factors as exchange programmes.

In Stage 3, ISs realised the central role that university staff play in the internationalisation process at NEUK and regarded their abilities and international awareness as crucial to the whole process. They expected to receive the most recent knowledge of different cultures from the tutors and be actively involved through interactive teaching methods.

The interview data sketch the evolution of ISs' understandings and can be used to answer RQ1- "How is internationalisation conceptualised and operationalised at an institutional level?"

The examples presented are part of what ISs experienced, indicating their understandings of internationalisation at NEUK. More detailed examples of ISs' learning and living experiences are presented in Chapter 6, where they are compared with the institutional goals of internationalisation at SUCN. ISs' understandings and experiences of internationalisation at NEUK will then be used to review the internationalisation strategy at NEUK and provide empirical evidence to propose practical suggestions for improving the promotion of internationalisation at British universities (8.2.2).

5.4 Summary of this chapter

As the first of the three interview findings chapters, this chapter has mainly focused on exploring ISs' perceptions and understandings of internationalisation over the period of their degree programmes. According to the presented findings, ISs' understandings and expectations of internationalisation at their university developed over their ten-month learning and living experiences. Longitudinal interviews identified a number of factors at both the individual and institutional level that influenced these understandings.

This section firstly generalises and refines the ISs' understandings of internationalisation at their university (see Table 5.16), to be followed by a brief discussion of how the findings from the interviews can be used as empirical evidence to answer RQ1: How is internationalisation conceptualised and operationalised institutionally at the two locations?

	SUCN	NEUK
Sub-themes of ISs' understandings of internationalisation	<ol style="list-style-type: none">1. IS population2. Cultural information3. English as teaching language4. Intercultural communication and interactions5. Curriculum design6. Ability of university staff7. An integrated process	<ol style="list-style-type: none">1. Student mobility2. Intercultural communication3. International curriculum design4. Multicultural learning environment5. Ability of university staff

Table 5.16 Aspects of ISs' understanding of internationalisation at SUCN and NEUK

Internationalisation by universities reflects an institutional response to globalisation (Knight, 2004). Previous studies on IHE often focus on curricula and student mobility. In this study, ISs' at both locations deepened their understandings of internationalisation over a period of ten months of their lives as students, sharing their opinions and conclusions based on their experiences. Therefore, it is suggested that ISs experience an evolving perspective on internationalisation as they familiarise themselves with the conceptualisation of IHE through studying and living abroad. Their evolving experiences provide them with the most direct impressions and understandings of internationalisation.

A summary of the interpretations of these sub-themes in both case studies can be found at the end of sections 5.2 and 5.3 of this chapter. From the list of these sub-themes, ISs' concerns and understandings of internationalisation can be identified and, further, their expectations of studying at an internationalised university.

For instance, sub-theme 1 for both universities suggests that the size of the IS population is important for the ISs' initial impression and focus of their understandings of internationalisation. This is not surprising, since IS mobility is not only a key element of IHE, but is also one of the most readily identifiable factors. A 2009 UNESCO conference on HE pointed out that one of the visible aspects of globalisation is IS mobility, with numbers predicted to rise to seven million by 2020. According to Enders' (2004) research on development and challenges for governance theory on IHE, IS mobility requires significant attention due to the vital role that ISs play in the process of IHE, namely as one of the main subject in this process.

In addition, intercultural communication was emphasised and expected by ISs at both institutions as a symbol of studying and living in an internationalised university. After coming to study abroad, ISs realised from their university experience that intercultural communication and interactions did not spontaneously occur in a multicultural learning environment created by a large number of ISs on campus. Based on these perceptions, institutional efforts, such as those generated by the teaching staff in teaching and activity arrangements, were requested by participants.

The third example of ISs' reflections on the operationalisation of internationalisation at their university concerns the teaching content in the design of the curriculum. ISs expect teaching content to cover cultural information, international horizons, and broader values that are not limited to the host country. Considering the research objective to investigate how internationalisation is conceptualised and operationalised at the two universities, this set of data can be used to draw comparisons between the institutional strategies of internationalisation that were presented in Chapter Four of this thesis - the fieldwork findings.

A typical example of the comparison and answer to RQ1 is that whereas SUCN focuses on promoting Chinese culture and values to ISs coming to study through its curriculum design, according to the student interviews SUCN ISs expressed an expectation that the teaching staff should have the ability and make the effort to consider ISs' learning difficulties. This comparison suggested that SUCN's international strategies are not well communicated with its ISs. In addition, a gap exists between the institution's conceptualisation of internationalisation and the ISs' understandings of it.

More examples of comparisons are presented in Chapter Eight of this thesis. The findings of the ISs' views of internationalisation might also have implications for the internationalisation strategies of institutions in the future.

Chapter 6 Ten-month Learning and Living Experiences

6.1 Introduction

Providing empirical evidence to answer the second research question of this study (**Do the ISs' academic and social learning experiences at the two locations meet these institutional goals of internationalisation and, if so, how?**), this chapter presents the longitudinal interview data from the ISs' ten-month learning and living experiences at the two case universities.

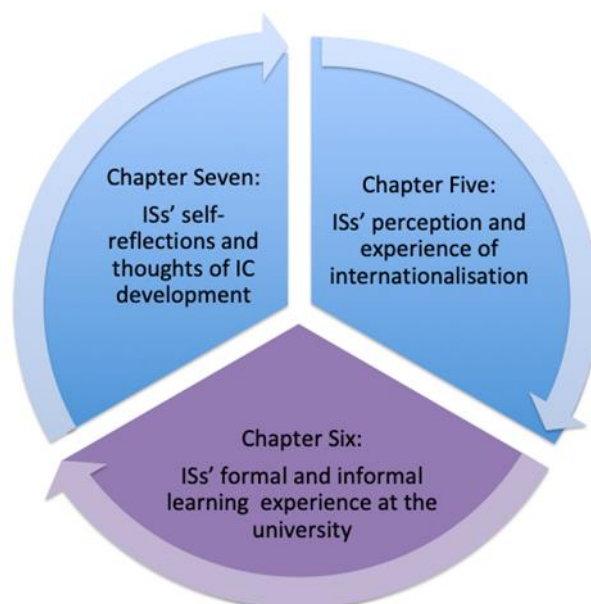


Figure 6.1 Presentation of findings from the interviews in chapters 5-7

In this chapter, the findings related to ISs' formal and informal learning experiences at the two universities are presented from two themes: Theme 3 (ISs' academic learning experiences), and Theme 4 (ISs' social learning experiences). Descriptors of these two themes are illustrated in Table 6.1. It is fruitful to investigate both academic and social learning experiences as they can work together to reflect an institution's efforts to operationalise practices of internationalisation.

Code	Themes	Descriptors
3	ISSs' academic learning experiences	ISSs shared their in-class and out-of-class learning experiences at the case universities, including classroom-learning experiences, teaching arrangements, etc. This set of data reflected teaching and learning experiences.
4	ISSs' social learning experiences	ISSs shared their social learning experiences while studying on the degree programme at the case universities, including interactions with HSSs, support received from the university and staff, etc. It mainly focuses on ISSs' living experiences and the social learning experiences are also named as "informal learning experiences" by IoC scholars (e.g. Betty Leask, 2013).

Table 6.1 Themes and descriptors

This chapter comprises three sections. The first two (6.2 & 6.3) present ISSs' learning and living experiences in each of the case university's specific contexts. Within each section, the findings from the three rounds of interviews are presented in three sub-sections marked Stage 1, Stage 2 and Stage 3, which explore ISSs' university experiences according to the two themes respectively. Sub-section arrangements like this provide a clearer timeline to track the ISSs' on-going university experiences chronologically. Data presentation that combines both themes at each stage provides a fuller picture of the ISSs' university experiences while studying and living at a foreign university.

A third sub-section (6.4) summarises the findings and provides a brief discussion of how this data set can be adopted as empirical evidence to answer the second research question, as well as how institutional efforts at internationalisation can be examined.

6.2 Ten months of experiences of academic and social learning at SUCN

The following three sections unpack the ISSs' academic and social learning experiences across three rounds of interviews, illustrating their opinions and concerns regarding academic and social life at a foreign university.

6.2.1 Stage 1: Early teaching weeks

The first round of interviews was conducted at the end of the second week into the ISSs' degree programmes, when they shared their first impressions of learning in a multicultural environment at a foreign university. Detailed learning and living experiences included first contact with the curriculum, initial appreciation of the new learning environment, interactions

with other students and admin staff, and support received from the university. Under the two pre-set themes, a number of concerns emerged and were coded into five sub-themes (see Table 6.2).

	Theme 3 – Academic learning experiences	Theme 4 – Social learning experiences
	In-class/formal learning	Out-of-class/informal learning
Stage 1 Sub-themes	1. Multicultural classroom 2. Cultural information in curriculum 3. Teaching arrangements	1. University operations 2. Interactions with HSs

Table 6.2 Sub-themes of ISs' university experience of academic learning and social learning

The following paragraphs present the interview data and findings according to the five sub-themes under which the ISs' academic (6.2.1.1) and social learning experiences (6.2.1.2) at SUCN are explored in detail.

6.2.1.1 ISs' academic learning experiences in the early teaching weeks

In Stage 1, SUCN ISs' reflections on the ISs' academic learning experiences from the first two weeks of their degree programmes were gathered. The three sub-themes under the ISs' academic learning experiences and excerpts from student interviews are given in Table 6.3, which is followed by a more detailed analysis.

Sub-themes	Excerpts
1. Multicultural classroom	The teachers are international, and the students are from different countries. They are from Canada, they are from Russia, they are from Poland, they are from Australia, they are from Tanzania... from all over the world. We have classes with those students (Orlando, PG, CLBM, Pakistan).
2. Cultural information in curriculum	There is an optional module in this term named Chinese calligraphy, in which we can use ancient Chinese writing instruments – a brush pen – to write Chinese and to learn the history of it. (Whitney, UG, BCLL, Korean)
3. Teaching arrangements	I heard it was not like this last year, when ISs had their own classroom and were taught separately from HSs. But this year it has changed as there are only five of us (Nichole, PG, MTC SOL, Korean).

Table 6.3 Stage 1 SUCN sub-themes and excerpts from ISs' academic learning experiences

Sub-theme 1: The multicultural classroom

Regarding the multicultural learning environment in the classroom, SUCN-ISs quickly emphasised the student population of the degree programme. In their view, a multicultural classroom learning experience firstly refers to taking classes with students from other countries, either a large amount of HSs (MTCSOL) or a mixed group of ISs from diverse cultural backgrounds (BCLL and CLBM). For instance, Peggy, on the BCLL programme, regarded her in-class learning experience as multicultural due to the diverse student population.

Our class has both Korean and Lao students. Sometimes, in the module “Chinese calligraphy” I can have classes with Chinese students (Peggy, UG, BCLL, Laos).

Similar to the ISs on the undergraduate programme, Orlando, on the English taught Masters programme, also considered that he was studying in a multicultural environment because his classmates were from diverse countries.

The teachers are international, and the students are from different countries. They are from Canada, they are from Russia, they are from Poland, they are from Australia, they are from Tanzania... from all over the world. We have classes with those students (Orlando, PG, CLBM, Pakistan).

In addition, the ISs on the MTCSOL programme also recounted that they had lectures together with HSs in a majority of modules in academic year 2014/15 except for one module that was specialised for ISs’ education (academic writing in Chinese).

Our first class is writing in Chinese, in which there are only five students (all ISs). I was wondering why this class is still open with only five of us. The tutor told us that we will have other classes with the Chinese students in all the other modules (Ruby, PG, MTCSOL, Malaysian).

The participants on the MTCSOL programme stressed the mix of the student population in classes, seeing a multicultural classroom as a useful starting point for interacting with HSs as well as other ISs. As Margaret and Samuel noted:

I think it is better (to have classes with HSs), because for example if we were only having classes with ISs, we would have less communication with Chinese students, so it will be difficult to interact with them (Margaret, PG, MTCSOL, Korean).

It is good that I am having classes with Chinese students because if I have any problems I can ask for their help. We can get to know each other by having classes in the same room (Samuel, PG, MTSCOL, Laos).

From the two interview transcripts quoted directly above, it is clear that SUCN-ISs believed that a multi-cultural classroom will enable them to interact with students from different

cultural backgrounds in their learning experience. Considering the large amount of HSs in their classroom, ISs on the MTCSOL programme noted specifically that for them interacting not only with other ISs was important but also with HSs. Taking Samuel's reflection as an example, when there are difficulties understanding the teaching content, he could ask his Chinese classmates for help. This type of interaction was seen as a possible benefit of a multicultural classroom learning experience.

In summary, ISs' first impressions of their academic learning experiences in Stage 1 were generally concerned with the need for multicultural classrooms consisting of students from different cultural backgrounds. ISs on the MTCSOL programme also had expectations that this multicultural learning environment would lead to interaction with HSs, that is, seeing classroom interaction as a departure point to get to know and interact with local Chinese students through the classroom learning experience.

Sub-theme 2: Cultural information in the curriculum

The second concern shared by SUCN ISs in their academic learning experience revolved around the cultural information derived from the teaching content. In addition to the teaching content on Chinese culture and customs in the compulsory modules, the university provided optional modules on Chinese culture as well. For instance, among the optional modules offered to BCLL students in their first term is a course on Chinese calligraphy.

We are learning Chinese culture, such as Chinese festivals and customs from the textbooks. (Leo, UG, BCLL, Laos)

There is an optional module in this term named Chinese calligraphy, in which we can use ancient Chinese writing instruments – a brush pen – to write Chinese and to learn the history of it. (Whitney, UG, BCLL, Korean)

In the students' experience, the delivery of Chinese cultural content was not only limited to what is studied in textbooks. They were also provided with practical opportunities to explore in detail Chinese heritage, such as ancient calligraphy. This was considered a direct way to encounter traditional Chinese culture through the curriculum arrangements at SUCN. ISs at this stage only shared their first contacts with Chinese culture through their learning experiences, but these were practical reflections on how the curriculum was specifically designed with consideration of introducing Chinese culture to ISs in mind, which should be seen as one of SUCN's strategies of internationalisation.

In addition, the curriculum content at SUCN was seen by the ISs as designed with the purpose of broadening their international horizons beyond China. For example, modules on the MTCSOL programme prepare graduates to teach Chinese as a foreign language to students

from different cultural backgrounds. A module named *Cross-cultural Communication* was offered in the first term, and was considered by ISs as an example of their understanding of “international teaching content”. As Margaret noted:

The tutor provided us with very detailed examples of cultural knowledge in class, that of different countries... He also inspired us to have a positive attitude to manage effective cross-cultural communication by sharing his own experiences when living and teaching abroad (Margaret, PG, MTCSOL, Korean).

Therefore, it is clear that the cultural information delivered through classroom teaching often went beyond the confines of Chinese culture, especially when the tutor was sharing his own experiences of teaching abroad in different countries. More importantly, in their teaching practice, the tutors demonstrated a positive outlook and attitude to different cultures. This effort, from the ISs’ perspective, was inspirational as it provided them with genuine cultural information and the necessary outlook to prepare them for their future intercultural contacts and interactions. Due to the short time that ISs had been enrolled on the programme in this stage of the study, they were unable to provide more detailed examples of how knowledge of Chinese culture was delivered in the classroom. As yet, they had developed a general impression that inter-cultural knowledge and knowhow was incorporated into the classroom teaching.

Sub-theme 3: Teaching arrangements

With regard to academic learning experiences, the ISs on the MTCSOL programme were especially curious (and concerned) about how they would study together with HSs, even more so as this arrangement was being introduced for the first time this year. International participants had been informed immediately after enrolment that, as there were only five ISs on the MTCSOL programme (much fewer than in previous years, when there had been between 16 and 20 ISs enrolled), a decision to integrate ISs and HSs in the same classroom was made.

We were told that there were only five ISs this year, so we will have classes together with HSs (Margaret, PG, MTCSOL, Korean).

I heard it was not like this last year, when ISs had their own classroom and were taught separately from HSs. But this year it has changed as there are only five of us (Nichole, PG, MTCSOL, Korean).

The ISs’ discourse shows that they were aware of the reason why they were to have classes with HSs this year, a decision taken purely with administrative matters in mind. However, the ISs’ views on this teaching arrangement were complex and varied (noting both benefits and

shortcomings). In contrast to the hopes of a more varied cultural experience (sub-theme 1), the reality of the learning experiences in a classroom shared with HSs did not bear those expectations out. Ruby and Nichole noted:

There are only five of us, sitting together in the classroom, and most of the communication is among ourselves... It is very poor and we feel isolated (Ruby, PG, MTCSOL, Malaysian).

It appears as if we are only following or auditing in this classroom (Nichole, PG, MTCSOL, Korean).

In spite of this sense of being isolated, the ISs on the MTCSOL programme also reflected on specific learning difficulties as a result of this teaching arrangement.

The teacher didn't pay attention to us in the classroom [and] the level of teaching content was not very suitable for me. It is designed for HSs I guess. Some teaching content is too difficult for us. (Teresa, PG, MTCSOL, Korean).

From Teresa's viewpoint, the tutors on this programme did not adjust their teaching content to suit the fact that there were ISs in the classes. However, individual efforts were acknowledged. For instance, some ISs said they had received a little extra attention from the tutors after classes.

After the class, the teachers would occasionally ask us if we understood all his teaching content (Margaret, PG, MTCSOL, Korean).

It depends on the tutor. For example, Tutor Wang in Modern Chinese (II) gave us an e-book as a reference in case ISs like us could not understand what he was saying in class. But he didn't tell us what we can do with this book. I just feel difficulties in this module (Ruby, PG, MTCSOL, Malaysian).

From these reflections, tutor attention and support was sporadic, patchy, more of a particular individual tutor's "personal touch" rather than a systematic to remedy the problem. Moreover, what assistance was offered was seen as of little practical use.

In fact, consultation with the teaching staff during the fieldwork suggested that tutors at SUCN acknowledged the difficulties that ISs were experiencing in terms of mastering the subject knowledge. In previous academic years, when ISs were taught separately, there was a systematic attempt to grade the difficulty of the teaching content to facilitate ISs' learning in the module taught in the Chinese language (see Section 4.2.2.2). Therefore, the issue at hand now, in this new teaching arrangement, was how the tutors might devise ways to balance the level and content for both ISs and HSs. Further investigation of the teaching and learning practices was conducted in the two subsequent rounds of interviews.

To sum up, the findings from the first round of interviews reveal that SUCN-ISs had experienced Chinese culture in the curriculum and multi-cultural classroom learning early into their degree programmes. However, the learning experiences more generally were not satisfactory in terms of their expectations of the internationalisation strategies and efforts that they believed SUCN should have made. Moreover, expected interactions between HSs and ISs (heightened by the fact that for the first time the two groups of students would be studying together in the same classroom) were not realised in reality. Further ISs' expectations of intercultural interactions will be presented and reviewed in the next section, which looks at ISs' social learning experiences during their first two weeks of study.

6.2.1.2 ISs' Social learning experiences

In the first round of interviews, SUCN-ISs' social learning experiences were categorised into the following two sub-themes:

Sub-themes	Excerpts
1. University operations	The management of and support for ISs are both quite chaotic. We don't know whom to go to when we have a problem. Tutor Ji said we will have the same opening ceremony together with Chinese students that afternoon. But when we arrived there, the administrative staff told us this is for Chinese students only (Ruby, PG, MTCSOL, Malaysian).
	I got a scholarship as well. I have a beautiful room and this made me feel more willing to come here rather than the UK, the US or Australia (Orlando, PG, CLBM, Pakistan).
2. Interactions with HSs	As Korean native speakers, our teacher arranged a meeting with some Chinese students majoring in Korean. I could learn Chinese from them while they learnt Korean from me (Whitney, BCLL, UG, Korean).

Table 6.4 Stage 1 SUCN sub-themes and excerpts from ISs' social learning experiences

Sub-theme 1: University operations

The first concern of ISs' social learning experiences was the university policy of administrating ISs separately from HSs. For example, the ISs stated that the university did not put enough effort into taking care of the new ISs, pointing, for instance, to a distinct lack of communication with tutors from the first day.

The management of and support for ISs are both quite chaotic. We don't know whom to go to when we have a problem. Tutor Ji said we will have the same opening ceremony together with Chinese students that afternoon. But when we arrived there, the administrative staff told us this is for Chinese students only (Ruby, PG, MTCSOL, Malaysian).

The participants were disappointed that there was no opening ceremony or no induction events at all for the new ISs. As a consequence, ISs encountered several inconveniences during their enrolment process. To compound the frustration, the only information they were given was a small booklet timetabling the modules. The absence of institutional information from the beginning of the programme caused several problems.

I had no idea what should I do to prepare for the modules... What we got is one a few pages of the Timetable. When I asked the teacher to give us some books or teaching materials in advance, no one helped me. (Nichole, PG, MTCSOL, Korean)

The ISs recounted how they felt that the university's administration differed (i.e. was less organised and efficient) for ISs than for HSs. Although the ISs were having classes with HSs, they were not invited to participate in the opening ceremony with HSs. Considering themselves as a "separate" group of students, the ISs were not able to obtain institutional information as promptly as HSs could. This "chaotic" administration and lack of an effective student support framework were considered unpleasant learning experiences by the ISs.

Financial support received was identified as another aspect for the ISs in respect of the university's internationalisation operations. The majority of the ISs had been granted scholarships from either the central or local government, administered through the university's financial office. As Nichole noted:

We get 1400 RMB per month from the university's financial office. It was issued by the Chinese government but is distributed through the university (Nichole, PG, MTCSOL, Korean).

The university's financial support also includes free accommodation for ISs who have been awarded a scholarship. From the ISs' perspective, their basic needs as ISs and the living habits were taken into consideration by SUCN.

I got a scholarship as well. I have a beautiful room and this made me feel more willing to come here rather than the UK, the US or Australia (Orlando, PG, CLBM, Pakistan).

The university arranges for ISs from the same country to live in a twin room, which I think is reasonable. We are from the same country, so it is easier to communicate and we share the same living habits, such as taking off our shoes when entering the room (Samuel, PG, MTCSOL, Laos).

Accordingly, abundant scholarships and free accommodation as aspects of SUCN's internationalisation strategies were acknowledged and appreciated by the ISs as it means they are not faced with the kind of financial burdens and pressures they might experience if they had gone to another country to study (e.g. the UK and the US).

Sub-theme 2: Interaction with HSs

In addition to the interactions with HSs that were expected by the ISs on the MTCSOL programme, participants on other programmes also reflected on interaction with HSs, stressing the limited opportunities for after-class communication during the first two weeks of learning. The students on the BCLL programme, for example, were not having classes with HSs for all their courses excluding one optional module. As a consequence, they indicated that it was not possible for them to meet and get to know HSs through teaching and learning practices.

I only interacted with my roommate. Our classmates are from other countries, but not Chinese. I didn't communicate with [Chinese] after class, as there are no Chinese on our programme (Zoe, UG, BCLL, Korean).

A similar situation was recalled by Orlando, who was enrolled on an English taught programme and was having classes with ISs only:

We don't have Chinese classmates, so there is no chance to get to know Chinese students in our learning experiences (Orlando, PG, CLBM, Pakistan).

Accordingly, this dearth of opportunities to get to know and communicate with Chinese students was considered a limitation of teaching ISs separately from the HSs.

Moreover, the ISs also suggested that the university's accommodation arrangements for ISs is another factor that affected their interactions with HSs.

The ISs have a separate building block named "ISs dormitory", while the HSs stay in Dushu Lake campus, where we have classes. It is quite far from our campus, and it is thus not very convenient to communicate with them often (Nichole, PG, MTCSOL, Korean).

With regard to their accommodation status, the ISs reflected on what they perceived as a distance between them and HSs. While appreciating the free accommodations provided by SUCN, ISs indicated that these accommodation arrangements resulted in fewer opportunities for interaction with HSs.

While accepting that interactions with HSs in both learning and living experiences were limited, the participants devised their own solutions and approaches to interacting with HSs, such as language exchange groups in the case of Korean students.

As Korean native speakers, our teacher arranged a meeting with some Chinese students majoring in Korean. I could learn Chinese from them while they learnt Korean from me (Whiteny, BCLL, UG, Korean).

Some of them joined student societies:

I learnt tennis for a few months when I was in Korea. When I saw that there was a student tennis society, I signed up so that I might meet Chinese students and communicate with them (Margaret, PG, MTCSOL, Korean).

These experiences suggest that language exchanges and student societies were seen as an effective way for ISs to meet and interact with HSs and build relationships with them.

In general, in the first round of interviews the ISs reflected on a number of administration issues. In addition to these negative administrative experiences, the ISs also recalled limited interaction opportunities with HSs. These were mitigated to some degree by the students taking the initiative to devise ways of meeting HSs, such as attending language exchange programmes and joining student societies. Nevertheless, interaction with HSs remains as an integral aspect of the ISs' social learning experiences and was investigated in more detail in the subsequent two rounds of interviews.

6.2.2 Stage 2: Four months into the programme

After four months of study at SUCN, it was anticipated that the participants would be able to provide more in-depth opinions on their learning and living experiences in the second round of interviews.

	Theme 3 – academic learning experience In-class/ formal learning	Theme 4 – social learning experience Out-of-class/ informal learning
Stage 2 sub-themes	2. Cultural information in curriculum 4. Learning difficulties as ISs (Expectation on teaching staffs)	2. Interactions with HSs 3. Expectations for teaching staff

Table 6.5 Sub-themes of ISs' university experiences of academic learning and social learning

6.2.2.1 ISs' academic learning experiences in the first four months

In Stage 2, ISs were able to share more academic learning experiences and support with detailed examples. After attending classes for a full term of their degree programmes, the ISs recounted a number of issues concerning their international learning experiences in the following two aspects:

Sub-themes	Excerpts
2. Cultural information in curriculum	Based on the textbook, the tutor introduced aspects of Chinese culture and customs to us in the class (Peggy, UG, BCLL, Laos).
4. Learning difficulties as ISs	It's too difficult for ISs like me. It is even very difficult for Chinese students, and that was not my expectation (Teresa, PG, MTCSOL, Korean).

Table 6.6 Stage 2 SUCN sub-themes and excerpts from ISs' academic learning experiences

Sub-theme 2: Cultural information in the curriculum

In the second round of interviews, ISs offered insights into the same learning experiences of how features of Chinese culture were blended into the teaching content in their classes.

Based on the textbook, the tutor introduced aspects of Chinese culture and customs to us in the class (Peggy, UG, BCLL, Laos).

Yes, through learning Chinese linguistics and language, the tutor talked about Chinese culture and provided us with examples from current Chinese society, which I think is a teaching content with lots of useful information (Orlando, PG, CLBM, Pakistan).

There were few changes from Stage 1 to Stage 2 in terms of the Chinese cultural information which appeared in classroom teaching practices. However, as can be seen in the two quotations noted above, the participants reflected on the central role that tutors played in delivering this cultural knowledge. Moreover, the teaching content was itself expanded to include the international context.

The tutor gave us examples of how he taught students from different countries, which also includes cultural information of that country (Ruby, PG, MTCSOL, Malaysian).

He shared his experiences of discussing Chinese dining manners with students at an American university. That reminded me of the possibility that my students may have a few cultural conflicts with me as well. Very interesting (Margaret, PG, MTCSOL, Korean).

In addition to the course named Cross-Cultural Communication, Margaret and Ruby's comments in the second round of interviews referred to another module named "Teaching Chinese as a Foreign Language" as another example of how the tutors broadened the ISs international horizons and prepared the students to teach Chinese as a foreign language. According to these reflections, the tutor on this module shared cultural information by elaborating on his overseas teaching experience.

Sub-theme 4: Learning difficulties as ISs

An emerging sub-theme from the ISs' reflections on their academic learning experiences is the learning difficulties they had encountered during the first term. The interviews showed that even though some tutors contributed to delivering knowledge with an international slant, ISs on the MTCSOL programme complained that their learning experiences were not as they had expected, sometimes even unpleasant and tiring.

As in Stage 1, the participants on the MTCSOL programme expressed disappointment with their learning experiences regarding the teaching content on account of the lack of regard for the fact that they were ISs learning together with HSs, as most of the teaching content on the course required native level Chinese if it was to be fully understood. For instance, one Korean student quit the degree programme due to difficulties she had encountered during her studies.

It's too difficult for ISs like me. It is even very difficult for Chinese students, and that was not my expectation (Teresa, PG, MTCSOL, Korean).

While the ISs clearly suffered from learning difficulties, no systematic, department-wide support measures were implemented.

At that time, the teachers didn't consider the capacity/level of the ISs when they were having classes, so I was not satisfied with it (Nichole, PG, MTCSOL, Korean).

The participants mentioned that there was no requirement for basic knowledge of Chinese syntax or the history and evolution of the Chinese language in the admission guidance for the programme, even though in reality it was clear that such knowledge should be a prerequisite for understanding the course.

The Chinese students had taken these very specialised subjects in their undergraduate stage, and thus had a better understanding on this programme. However, I didn't learn these contents before... About the linguistics, I feel [it is] very difficult and tiring (Samuel, PG, MTCSOL, Laos).

In addition, as presented in the documentary analysis findings in Chapter 4 (Data Presentation of Fieldwork), international applicants are only asked to meet a basic Chinese language requirement, such as achieving Level 5 in the HSK (SUCN, 2013), which is evidence more of a practical grasp of the language than a sound theoretical understanding of it. It is therefore not surprising that the ISs experienced difficulties given that the teaching content was mainly focused on advanced Chinese linguistics. Therefore, the participants believed that one of the factors behind their learning difficulties was a lack of background knowledge of the main subjects on the programme and the fact that such knowledge was not stipulated by the university as a prerequisite for the course.

This concern was compounded by the fact that, in the eyes of the ISs, the course tutors did not make sufficient efforts to try to help them understand the course content. As one IS put it:

The tutor asked us if we could understand the course content. And we said “no”! Nothing has changed... and we still can’t understand it (Margaret, PG, MTCSOL, Korean).

Accordingly, the learning difficulties for the ISs were not resolved over the course of the semester, something they attributed to the tutors’ reluctance and/or inability to address the issue of the uneven learning abilities between HSs and ISs. As noted, so serious was this problem that one of the participants dropped out of the degree programme. Although this was a unique case, it throws light on the severe impact that a curriculum designed without sufficient international awareness can have.

6.2.2.2 ISs’ Social learning experiences in the first four months

In the second round of interviews, ISs put more emphasis on interactions with HSs and expressed the expectation that the teaching staff should be partly responsible for enhancing these interactions in the classroom.

Sub-themes	Excerpts
2. Interactions with HSs	For after-class communication, I studied with classmates when preparing for the exams, and I asked them if I was not able to understand the homework.... There were also other forms of interactions, such as chatting and having meals together during class breaks (Margaret, PG, MTCSOL, Korean).
3. Expectations of the teaching staff	A good example [was] in Teacher Ji’s class [the Cross-cultural communication module], where we have two classes to discuss questions and topics he provided, and then to communicate and share [information and opinions] (Ruby, PG, MTCSOL, Malaysia).

Table 6.7 Stage 2 SUCN sub-themes and excerpts from ISs’ social learning experiences

Sub-theme 2: Interactions with HSs

ISs shared further experiences and opinions on interactions in a multicultural learning environment, especially on after-class interactions with HS classmates.

For after-class communication, I studied with classmates when preparing for the exams, and I asked them if I was not able to understand the homework.... There were also other forms of interactions, such as chatting and having meals together during class breaks (Margaret, PG, MTCSOL, Korean).

The interviews revealed that the intercultural communications of ISs at SUCN had expanded somewhat, both during classes and after them. However, their interactions appeared to be individualised actions varying from person to person rather than following a systematic pattern which might be expected of a well-designed “internationalised curriculum”.

As I am very shy and bad at Chinese, I seldom have chances to speak with HSs. It would be great if the tutor in class gave us some opportunities to interact with Chinese students, such as discussing a certain topic with them (Nichole, PG, MTCSOL, Korean).

Accordingly, ISs like Nichole required special attention and support in certain situations. They also suggested that class dynamics could be exploited by tutors to facilitate interaction with HSs. More expectations for tutors in terms of engaging the intercultural interactions will be presented in the sub-theme3.

ISs also noted that the geographical distance between them and HSs in terms of accommodation restricted opportunities for interaction. As Samuel noted:

It is seldom that we gather together when there is no class on the day. We ISs live on the East Campus [which] is very far from the Dushu Lake Campus where the Chinese students stay, around 40mins by bus (Samuel, PG, MTCSOL, Laos).

This situation was already mentioned by ISs during the interviews in Stage 1, and was re-emphasised here as a factor that limited their social interactions with HSs from the same programme.

Regarding after-class interactions, a number of participants recalled their attempts to interact with HSs in Stage 1, such as taking part in a language exchange programme and joining student societies. However, interactions were fewer than had been expected. For instance, Margaret noted that she was never contacted by any society, while the language exchange programme Whitney attended did not expand her social circle to include HSs:

The Chinese student paired with me in the language exchange group never contacted me after that one meeting (Whiteny, BCLL, UG, Korean).

To sum up, during the second round of interviews, ISs recounted occasional, sporadic interaction with HSs based on learning tasks and some after class activities. However, they considered these interactions as insufficient in class and also restricted out of class by geographic distance and the lack of organised activities.

Sub-theme 3: ISs' expectations of the teaching staff

As noted above, ISs expected the university staff to create opportunities for classroom interaction with HSs. However, these efforts were lacking over the entire first semester of study. For example, the participants reported that they were seldom encouraged to have group discussions in or after class.

The ways of teaching are not satisfying as well. In class, the tutors are always teaching something, and the students only listen to him/her silently (rather than discuss and interact with the teacher and/or other classmates) (Teresa, PG, MTCSOL, Korean).

From Teresa’s comment, despite the opportunity for classroom interaction with HSs, the teaching methods used by the tutors were not conducive to generating a useful social learning experience.

ISs emphasised that they preferred to learn through discussions and sharing information in class rather than through the traditional “tutor-centred” way. For example, one respondent recalled a pleasant experience from a class with Teacher Ji:

A good example [was] in Teacher Ji’s class [the Cross-cultural communication module], where we have two classes to discuss questions and topics he provided, and then to communicate and share [information and opinions] (Ruby, PG, MTCSOL, Malaysia).

It is clear that the participants’ expected learning experiences with more in classroom interactions. The central role of teaching staff in the design of a pedagogic experience conducive to enhance interaction between students emerged from the ISs’ comments. It was suggested that with more built-in interaction and useful tutor guidance in organising communication activities, more intercultural interaction with HSs would result. The point was raised that underpinning this lack of organised interaction was a low level of international awareness and pedagogic ability on behalf of the teaching staff.

6.2.3 Stage 3: The end of the first academic year

By the time of the final round of interviews, SUCN-ISs were about to complete the first year of their degree programmes. The following sections present and explore the findings from their updated opinions and experiences of being an IS at the Chinese case university.

As with the previous data presentation sections, ISs shared their university learning experiences from two general aspects: their academic learning experiences and their social learning experiences. However, in this round of interviews there was more focus on the support they received from tutors and the university.

	Theme 3 – Academic learning experiences	Theme 4 – Social learning experiences
	In-class/formal learning	Out-of-class/informal learning
Stage 3 Sub-themes	2. Cultural information in the curriculum 3. Teaching arrangements	1. University operations 3. Interactions with university staff

Table 6.8 Sub-themes of ISs’ university experiences of academic learning and social learning

6.2.3.1 ISs' reflections on their academic learning experiences over the past ten months

In Stage 3, ISs were able to share more academic learning experiences and support with detailed examples. After attending classes for over ten months, ISs recounted a number of issues concerning their international learning experiences in the following two aspects:

Sub-themes	Excerpts
2. Cultural information in the curriculum	The classes in this term are very practical, providing cultural information that we can use in real life. Also, we have lots of opportunities to speak and to present our ideas in class (Margret, PG, MTC SOL, Korean).
3. Teaching arrangements	Year 2 ISs spoke out about what they would like to share... The class style was open and the tutor gave us more time to cooperate on tasks. We discussed together in class to figure out ways to solve given problems (Ruby, PG, MTC SOL, Malaysian).

Table 6.9 Stage 3 SUCN sub-themes and excerpts from IS's academic learning experiences

Sub-theme 2: Cultural information in the curriculum

Firstly, ISs showed their appreciation for the international perspectives in the teaching content, which in the second term covered a wider range of cultural knowledge. More specifically, they were satisfied with the teaching content at SUCN as it covered not only linguistic knowledge and cultural information but also modern methodological practices which met their basic requirements and expectations of obtaining a degree in China.

The classes in this term are very practical, providing cultural information that we can use in real life. Also, we have lots of opportunities to speak and to present our ideas in class (Margret, PG, MTC SOL, Korean).

Similarly, participants on the undergraduate programmes were satisfied with their learning outcomes over the previous ten months (two terms) studying at SUCN. For example, they have learnt specific Chinese cultural knowledge on modules designed for ISs.

In one class, the tutor taught us how to make Chinese tea step by step. So I got to know these steps... I also learned Chinese calligraphy (Leo, UG, BCLL, Laos).

Leo appreciated this module, specifically designed for ISs, because:

If it's not learned in the classroom, if we didn't have classes like this, we would not have other opportunities to learn this. (Leo, UG, BCLL, Laos)

In addition, the participants also positively recalled that the modules in the second term were designed with consideration of the special needs of ISs.

Sub-theme 3: Teaching arrangements

In the second term, ISs experienced more frequent interactions and communication with cultural others as a result of updated teaching arrangements which joined the ISs on the MTCSOL programme in two modules with ISs in Year 2 on a weekly basis. This mixed classroom provided them with pleasant learning experiences through more frequent in-class interactions.

Year 2 ISs spoke out about what they would like to share... The class style was open and the tutor gave us more time to cooperate on tasks. We discussed together in class to figure out ways to solve given problems (Ruby, PG, MTCSOL, Malaysian).

By having classes with other ISs, we can communicate with students from many countries (Margaret, PG, MTCSOL, Korean).

Moreover, the SUCN ISs on the MTCSOL programme witnessed a significant change in their tutors' teaching methods in the second term, which provided them with more opportunities to interact with other students, especially with HSs.

In this term, we were told to do more group works after class. So I was able to have more contact with Chinese students and get to know them better (Nichole, PG, MTCSOL, Korean).

In general, ISs referred to an increasing amount of interaction with HSs.

I have really enjoyed having class with Chinese students in this term. I want to know more about Chinese culture and Chinese learning styles. I want to have more contact with Chinese students in class... It's satisfying and it has fulfilled my expectations (Margaret, PG, MTCSOL, Korean).

In addition, they suggested that communication with cultural others brought various benefits, such as gaining knowledge about other cultures and developing their Chinese. Detailed findings on this issue will be presented in Chapter 7, which focuses on the personal development of ISs through living and studying at the Chinese case university.

Accordingly, it is clear from ISs' remarks that the tutors promoted novel teaching methods in the classroom to improve in-class communication in the second term. ISs appreciated these efforts as they improved their learning experiences at SUCN. These more progressive and useful teaching methods such as discussions and group work were compared favourably with the previous ones. And ISs noted that such modern teaching methods were normally adopted by young tutors and those who had experience of teaching overseas.

We have a few teachers who are young in this term, and they let us to do some group discussions rather than most of the tutors who just keep speaking in class (Margaret, PG, MTCSOL, Korean).

The ISs' learning experiences with different teaching methods can be connected to their understandings of the kind of internationalised teaching methods which were discussed in Chapter 5. To be more specific, tutors and university's support is directly related to ISs' sensation of being international while such support also has a significant impact on ISs' further understandings of internationalisation at the same time.

6.2.3.2 ISs' reflections on their social learning experiences over the previous ten months

In Stage 3, ISs were able to share more social learning experiences and support with detailed examples. After attending classes for over ten months, ISs recounted a number of issues concerning their international learning experiences in the following two aspects:

Sub-themes	Excerpts
1. University operations	It was arranged that we should meet with Chinese students who were studying Korean at SUCN. By attending the meeting, I was able to meet new friends in China (Whitney, UG, BCLL, Korean).
3. Interactions with university staff	The tutors talked very well and emphasised caring about ISs. However, in reality I didn't feel it that much. They didn't do as they said, especially those admin staff who manage ISs (Samuel, PG, MTC SOL, Laos).
	Nobody told us about the starting date of this term, and no public information was posted anywhere in our groups... The only way to find out was to ask our Chinese classmates as they may be informed (Margaret, PG, MTC SOL, Korean).

Table 6.10 Stage 3 SUCN sub-themes and excerpts from the ISs' social learning experiences

Sub-theme 1: University operations

In addition to their impressions of the overall teaching outcomes, ISs also shared some typical examples of support they received from SUCN, which enhanced their sense of studying at an international university. For instance, there was tutor support in the process of preparing for the dissertation, with all the participants receiving suggestions before they started writing.

It was suggested that we have a discussion with the teacher after choosing a dissertation topic. The tutor was super helpful at that time, for he not only gave me many suggestion, but also recommended a suitable reading list, which helped a lot (Samuel, PG, MTC SOL, Laos).

Additionally, a number of participants also noted that some after-class activities and social events were organised by SUCN during the second term. For example, two undergraduate participants mentioned interactive events had been arranged between Chinese and Korean students to encourage IS-HS communication.

It was arranged that we should meet with Chinese students who were studying Korean at SUCN. By attending the meeting, I was able to meet new friends in China (Whitney, UG, BCLL, Korean).

Accordingly, the interactive events arranged by SUCN expanded Whitney's social circle and allowed her to fulfil her wish to meet more HSs. However, not all ISs participated in after-class activities in the second term. For example, Laos participants on the same degree programme did not attend any events like these, indicating that the activities were limited to a small group of ISs rather than being open to all.

Sub-theme 3: Interaction with staff

In the third round of interviews, ISs expressed some concerns about their interactions with university administrative staff as part of their social learning experiences. In the second term, they experienced several problems while studying and living at SUCN. Firstly, the lack of a fully international perspective on behalf of the administrative staff remained a problem as it failed to fulfil ISs' expectations for an international university.

The tutors talked very well and emphasised caring about ISs. However, in reality I didn't feel it that much. They didn't do as they said, especially those admin staff who manage ISs (Samuel, PG, MTCSOL, Laos).

If Samuel was merely expressing a broadly negative impression of the administrative staff with regard to how they handled ISs, ISs on the MTCSOL degree programme provided a more scathing criticism of what they saw as "a chaotic management system" for ISs.

Nobody told us about the starting date of this term, and no public information was posted anywhere in our groups... The only way to find out was to ask our Chinese classmates as they may be informed (Margaret, PG, MTCSOL, Korean).

I went to ask one of the teachers, and he said: "Other teachers didn't tell you?" It's ridiculous, as she is the degree programme administrator for ISs. And then she said that she also didn't know at that time (Nichole, PG, MTCSOL, Korean).

Ruby held a similar view and emphasised that there was no updated information for activities and/or classes.

I think the Chinese students get more information than us... information like when exams are or when to apply... A lot of things. But ISs like us even don't hear about it (Ruby, PG, MTCSOL, Malaysian).

There was a consensus among ISs that there was no coherent planned approach to deliver information to ISs at SUCN, implying an inefficient and rather shoddy management structure was in place at the institutional level, at least for ISs. The absence of an effective information system negatively affected ISs' learning experiences at the Chinese case university.

Compared with their previous learning experiences in their home countries, the participants expected a more systematic management.

If it was in South Korea (Nichole's home country), this type of information would be posted in detail on the university's website, and information about activities can also be reached on the website. But here there isn't anything like this (Nichole, PG, MTCSOL, Korean).

Additionally, Ruby stated that the university and staff should have implemented a system specifically designed to manage ISs:

At least the university should pay more attentions to ISs like us, such as the problems of delivering information on modules or other activities. At least, they should let a certain person deliver this information to us... Or they could set a ... system.... They have no such system of managing ISs currently (Ruby, PG, MTCSOL, Malaysian).

Furthermore, SUCN was expected to distribute all the regulations and student guidelines (as in the handbook ISs are given at NEUK) to ISs upon enrolment. However, all the ISs noted that they did not receive anything more than a few pages of timetables (see 6.2.2.1). As a result, SUCN-ISs believed that more effort was required to enhance ISs' experiences of being international and suggested that the easiest way to do this would be to set up a management system to provide updated information to all ISs.

6.3 Ten months of experiences of academic and social learning at NEUK

The following three sections explore NEUK-ISs' academic and social learning experiences across the three rounds of interviews, illustrating their opinions and concerns regarding academic and social life at a foreign university.

6.3.1 Stage 1: Early teaching weeks

The first round of interviews was conducted two weeks into the NEUK-ISs degree programmes. The participants' background information was collected at this stage, in addition to what they expected to gain from learning and living abroad. The following sections explore ISs' initial learning and living experiences from two general aspects: curriculum design and a multicultural learning environment and university/staff support.

	Theme 3 – Academic learning experiences In-class/formal learning	Theme 4 – Social learning experiences Out-of-class/informal learning
Stage 1 Sub-themes	1. Classroom teaching and learning arrangement 2. After-class academic learning	1. Communication difficulties 2. University services

Table 6.11 Stage 1 NEUK sub-themes from ISs' academic and social learning experiences

6.3.1.1 ISs' academic learning experiences in the early teaching weeks

In stage 1, ISs' academic learning experiences were recalled based on their experiences during the first two weeks of their degree programmes. Two sub-themes and selected excerpts from the interviews can be seen in Table 6.12, followed by a more detailed explanation of the issues they were facing at NEUK.

Sub-themes	Excerpts
1. Classroom teaching and learning arrangements	We have lots of discussions in class, sometimes pair discussions, and sometimes in groups... The groups refer to the tables we are seated around in class (Fiona, PG, TESOL, Saudi).
	In the Research Methods module, there are some teaching assistants standing around the classroom providing assistance. When we don't understand something during the discussion, we would ask them, so that we can gain more knowledge (Amy, PG, TESOL, Chinese).
2. After-class academic learning	The groups are arranged by the tutor. I feel this ensures that there are at least one or two foreign students in each group (Cecilia, PG, TESOL, Chinese).

Table 6.12 Stage 1 NEUK sub-themes and excerpts from the ISs academic learning experiences

Sub-theme 1: Classroom teaching and learning arrangements

There were a number of optional modules for ISs to choose apart from the compulsory ones at NEUK, which made ISs consider the curriculum flexible. In contrast to the core modules, which focus on theoretical content related to foreign language teaching, a number of the electives were specifically oriented towards developing intercultural competence and exploring foreign cultures, such as cross-cultural communication on the CCC programme and Career Development provided by HASS.

With regard to teaching methods, ISs suggested that the teaching style and learning environment at NEUK differed significantly from what they had experienced in their home countries. They considered the methods to be “international” in terms of delivery and also because they facilitated in and after class cross-cultural interactions. The following sections explore these learning experiences with what they deemed to be an “international pedagogy”.

First of all, the classroom layout in some of the modules was considered flexible because students were arranged around tables facing one another, enabling interactive class dynamics to take place.

We have lots of discussions in class, sometimes pair discussions, and sometimes in groups... The groups refer to the tables we are seated around in class (Fiona, PG, TESOL, Saudi).

In the small classrooms where we normally have the optional modules, we have discussions with classmates at the same table and exchange our opinions on the topics the tutors have just covered in class (Cecilia, PG, TESOL, Chinese).

Additionally, although there were over 70 Chinese students on the TESOL course, there was still a diversity of nationalities, including British, Thai and Malaysian. ISs claimed that there was no apparent preference for sitting next to people of a certain nationality.

We do not necessarily sit with Chinese students in the classroom. In fact, I just sit wherever I want to, sometimes with Chinese and sometimes with students from other countries (Amy, PG, TESOL, Chinese).

Therefore, the flexible classroom layout provided ISs with more opportunities to communicate with cultural others. Initially, the academic staff’s efforts to encourage multicultural interactions were seen in how tasks were prepared.

After the teacher proposed a target discussion, we discussed the issues with classmates sitting at the same table and shared our experiences with each other (Fiona, PG, TESOL, Saudi).

If group diversity does not spontaneously occur, importantly, the teaching staff would step in discretely to “arrange multicultural groups on purpose”.

Basically, the tutor arranges groups so that there is at least one classmate from other countries in each group (rather than doing group work with all Chinese students) (Amy, PG, TESOL, Chinese).

The groups are arranged by the tutor. I feel this ensures that there are at least one or two foreign students in each group (Cecilia, PG, TESOL, Chinese).

Apart from the efforts to create a multicultural learning environment, academic staff also went to great lengths to stimulate effective learning in seminars and group work. For example, all

the ISs appreciated the assistance of PhD students (working as teaching assistants), who forced ISs to discuss the subjects with students from different backgrounds, thereby giving the learning procedure an “international” flavour.

In the Research Methods module, there are some teaching assistants standing around the classroom providing assistance. When we don’t understand something during the discussion, we would ask them, so that we can gain more knowledge (Amy, PG, TESOL, Chinese).

With the help of the PhD students, ISs claimed that they acquired knowledge much faster and gained a deeper understanding of the academic concepts. By arranging PhD assistants in the teaching process, NEUK showed the initiative in creating a more effective learning environment and cultivating a sense of learning at an internationalised university at the same time.

Sub-theme 2: After-class academic learning

A second aspect of the teaching arrangements that ISs appreciated was the tutors’ efforts to stimulate cross-cultural communication after classes. A multicultural learning environment was cultivated by two kinds of after-class communications arranged by academic staff: “seminars” (which require that reading material is covered and considered in advance) and “group work peer teaching”.

It’s very different from how we had classes in China. When we studied at a Chinese university, we didn’t need to prepare anything before class. You just go to the classroom, sit there and listen... I prefer the teaching style of this university. We need to do large amounts of reading. It depends on our own initiative, and that’s good (Amy, PG, TESOL, Chinese).

The group work peer teaching required ISs to design a real language teaching context by themselves and practice how to teach effectively. Since this interactive learning method offered them an opportunity to engage deeply with the teaching content, ISs considered it beneficial for their academic lives.

The group discussion is a sort of preparation for our teaching future (Betty, PG, TESOL, Chinese).

Another benefit ISs gained from the after-class group work was enhanced interactions with classmates from different cultural backgrounds.

Numbers of students cooperate on the tasks given to us by the tutor, and this is a kind of communication. [But] other forms of communication are actually rare, except for group discussion (Cecilia, PG, TESOL, Chinese).

Additionally, ISs have also developed their social relationships through the peer group work. Basically, I am very satisfied with the social links and friendships that we have made on the basis of academic communication. We set up a “wechat” (a social app similar to Whatsapp) group in which we not only discuss study topics, but also share information about football matches and other social issues, which is really good (Betty, PG, TESOL, Chinese).

Yes, by taking part in the group work I have made lots of Chinese friends and have fun with them... We have become closer. [We don't] only discuss academic topics... yep, friendship (Isabella, PG, TESOL, Thai).

Unlike the academic learning experiences recalled by SUCN-ISs, NEUK-ISs started interacting with cultural others at a very early stage in their degree programmes.

6.3.1.2 ISs' Social learning experiences

In the first round of interviews, NEUK-ISs' social learning experience focused on the following two aspects (sub-themes):

Sub-themes	Excerpts
1. Communication difficulties	A very difficult thing is that we don't have many activities with foreign students, I mean those unrelated to our courses, the leisure ones such as having day trips with them (Doris, PG, TESOL, Chinese).
2. University services	We had an induction week, a whole week to attend institutional events. So I got to know how to use the facilities on campus and the module information (Grace, PG, TESOL, Chinese).

Table 6.13 Stage 1 NEUK sub-themes and excerpts from ISs' social learning experience

Sub-theme 1: Communication difficulties

NEUK-ISs suggested that the use of English language was an obstacle for them in the after-class communication. Indeed, limited English proficiency was considered one of the biggest difficulties and challenges the participants faced.

Communication with other foreign students is different from that with Chinese students due to language problems. Sometimes, I don't know how to express my emotions and to describe the situation precisely... Maybe that's why communication with foreign students is superficial (Cecilia, PG, TESOL, Chinese).

Most of the participants acknowledged that limited language skills not only prevented them from understanding the teaching content, but also discouraged them from expressing their opinions in class and group discussions. Their shared experience reflected Ramachandran's (2011) statement of language in-equality acting as a challenge for ISs while studying abroad.

Another communication difficulty raised was the lack of opportunities to interact with HSs after class and most of the communication was often superficial.

A very difficult thing is that we don't have many activities with foreign students, I mean those unrelated to our courses, the leisure ones such as having day trips with them (Doris, PG, TESOL, Chinese).

The only leisure things we do is to go out drinking, or clubbing. From gatherings like this, we can get to know them deeper and get to know their culture. Currently we are having some social activities, but it is far less than I expected (Isabella, PG, TESOL, Thai).

ISs expected more social activities to be organised so that they could interact with cultural others more. The interactions they referred to were never more than a superficial and occasional meeting. In contrast, what they expected was “to know them deeper”.

Sub-theme 2: University services

A series of welcoming events at the beginning of their degrees was repeatedly mentioned by the participants as they believed that these events helped them a lot to adapt into their new lives in the UK. The welcome events included an induction week, student union activities and a tea party held in the staff room.

We had an induction week, a whole week to attend institutional events. So I got to know how to use the facilities on campus and the module information (Grace, PG, TESOL, Chinese).

ISs attended the induction week two weeks after their enrolment. It included introductions to lectures and guided campus tours. In addition, ISs also obtained detailed module information and met their tutors. Although it did not provide everything they needed, they still appreciated the support these events gave them to adapt to their new learning and living environment.

The second type of support ISs received was related to additional pedagogical assistance, such as a free in-session writing course which aimed at developing their academic writing skills.

I think it is quite beneficial. Also, it feels like the university understands our potential difficulties in writing academic papers (Kevin, PG, TESOL, Chinese).

NEUK also provided a one-to-one “personal tutor” to facilitate “student wellbeing” in ISs' student lives. As Doris explained:

Each of us has a personal tutor, and we were told that if we had any problems or questions, we can contact the personal tutor and ask for their help, either with study or living issues, which is really helpful (Doris, PG, TESOL, Chinese).

Apart from the “personal tutor”, Student Wellbeing Service also provided support for ISs. According to ISs’ comments, information about this service was sent via email and posted on what was considered a clear and well-organised university website. Accordingly, the support ISs could receive at NEUK was sufficient. However, since they did not have many experiences of obtaining these supports at this stage, the follow-up rounds of interviews investigated in more detail.

In general, ISs were satisfied with their learning and studying at NEUK. The support they received at NEUK was considered sufficient at this stage. They experienced a multicultural learning environment with an internationalised curriculum and modern, international pedagogical methods such as group work and seminars.

6.3.2 Stage 2: Four months into the programme

According to the second round of interviews, the overall experiences of being at an international university were generally satisfying. Most of the participants considered themselves “adapted” to the multicultural learning environment and received further support from the staff at NEUK. The following sections explore the four months’ learning and living experiences of ISs in three main respects: 1) the international curriculum and communication in a multicultural learning environment; 2) university and staff efforts; and, 3) further expectations of learning at a foreign university.

	Theme 3 – Academic learning experiences	Theme 4 – Social learning experiences
	In-class/formal learning	Out-of-class/informal learning
Stage 2 sub-themes	3. A curriculum design with international horizons 4. Communication in classroom 5. Support from the teaching staff	3. Limited contact with HSs 2. University services

Table 6.14 Stage 2 NEUK sub-themes from ISs’ academic and social learning experiences

6.3.2.1 ISs’ academic learning experiences during the previous four months

In Stage 2, the participants gave more detailed reflections on their four months’ learning experiences and were able to give specific examples of those experiences under the following three sub-themes.

Sub-themes	Excerpts
3. Curriculum designed with international horizons	It is internationalised. I mean, the academic content, that is, the things/information you learn may from scholars of different countries, in many respects (Betty, PG, TESOL Chinese).
4. Communication in classroom	It is always interesting to be aware of their culture. It's a great opportunity to contact... I have gained cultural knowledge though this, definitely. For example, I have never been to China, but now I know the culture (Vincent, PG, TESOL, American).
5. Support from teaching staff	[The tutors] encourage us to speak out about our ideas and opinions, and always encourage us to participate in group discussions... They tend to let everyone have an opportunity to talk about their ideas (Betty, PG, TESOL, Chinese).

Table 6.15 Stage 2 NEUK sub-themes and excerpts from ISs' academic learning experiences

Sub-theme 3: A curriculum design with international horizons

ISs considered the teaching content “internationalised” because international perspectives could be found in all aspects of the tutors’ discourse and the learning materials.

It is internationalised. I mean, the academic content, that is, the things/information you learn may from scholars of different countries, in many respects (Betty, PG, TESOL Chinese).

The main thing for us is studying here, so when the teacher mentioned different situations in various countries, I feel it's sort of internationalised (Cecilia, PG, TESOL, Chinese).

From a number of examples given in this round of interviews, it is clear that the teaching content of the TESOL programme was designed with a heavy international orientation. The students’ learning experiences echoed the fieldwork’s documentary analysis on curriculum content. Both the module information on NEUK website and from the participants’ discourse suggested that the teaching practices in this discipline were designed to broaden the students’ international horizons.

Sub-theme 4: Communication in classroom

The multicultural classroom provided the ISs with a multicultural learning environment which helped them to gain more cultural understandings through in-class communications.

It is always interesting to be aware of their culture. It's a great opportunity to contact... I have gained cultural knowledge though this, definitely. For example, I have never been to China, but now I know the culture (Vincent, PG, TESOL, American).

We have more communication and we spend a lot of time talking and discussing, so we have lots of communication (Harper, PG, TESOL, Saudi).

When Cecilia exemplified the reasons why she considered the discussions in class as internationalised aspect of her learning experience, she used terms related to interculturality, such as “cross-cultural communication” and “cultural background”.

Basically, we have lots of discussions in class, and the tutor did some presentations. And in the middle of this process, we have some group discussions or pair discussions. I have certain communications with students from other countries... That is really helpful... If you are discussing with others and communicating with them, you may get to know many different points. So you can learn more from the class (Cecilia, PG, TESOL, Chinese).

This concurs with Clifford's (2010) claim that students' response to questions about an internationalised curriculum always raise ideas of interculturality. Moreover, most of the participants at NEUK considered their interactions and communications in class as an effective way to gain knowledge which extended their "international horizons".

[In terms of the content I learnt in the classroom]... students from different countries, they have different angles to consider things, and they have different contributions to our class. Sometimes they break your rigid patterns of thinking, and they can provide you with great suggestions which you never considered before (Grace, PG, TESOL, Chinese).

Therefore, it is clear that the internationalised teaching methods encouraged the ISs to see themselves as "living and studying in a multicultural environment" (Clifford, 2010, p.171).

Sub-theme 5: Support from the teaching staff

According to ISs' comments, NEUK had put a significant amount of efforts in helping them adapt to their postgraduate studies during over the previous four months. Firstly, teaching content incorporating international perspectives were continually considered beneficial by most of the participants. Secondly, ISs also appreciated the tutors' efforts to promote a multicultural learning environment. For instance, when sharing her thoughts on her learning experience in a multicultural learning environment, Betty appreciated the encouragement she had received from her tutors.

[The tutors] encourage us to speak out our ideas and opinions, and always encourage us to participate in group discussions. They tend to let everyone have an opportunity to talk about their ideas (Betty, PG, TESOL, Chinese).

I think the tutors [in the multicultural classrooms] ... are a guiding role in the class, as they give you significant scope to develop yourself freely. However, at the same time, the tutor is still controlling, but not pushing really hard (Grace, PG, TESOL, Chinese).

Various academic workshops provided by academic staff were also appreciated.

"How to do Research", in which they teach us how to do the research step-by-step, was very helpful (Harper, PG, TESOL, Saudi).

In-sessional writing courses are provided, which are complimentary for students whose English writing proficiency is poor (Amy, PG, TESOL, Chinese).

We have some [extracurricular] lectures also, that invite someone to give a talk... Some topics are related to our programme, so I went sometimes (Betty, PG, TESOL, Chinese).

Except for the academic writing sessions, these additional workshops were not specifically designed for ISs on the TESOL programme. However, since most of them had not studied overseas prior to this, they believed that these workshops had broadened their horizons and enhanced their experiences.

The workshops helped me to know more about academic writing. From the time you don't even know how to write an assignment, until you know what the structure is, and what writing issues you need to pay attention to. It is quite helpful for telling us how to be critical as well (Cecilia, PG, TESOL, Chinese).

In these writing sessions, we were taught how to present your opinions more academically, such as avoiding subjective opinions... To some extent, I used this [in the process of writing up my assignment] (Doris, PG, TESOL, Chinese).

Together with the extra workshops, these academic supports significantly enhanced ISs' learning experiences at NEUK.

6.3.2.2 ISs' Social learning experiences during the previous four months

In Stage 2, the participants gave more detailed reflections on their four months' learning experiences and were able to give specific examples of those experiences under the following two sub-themes.

Sub-themes	Excerpts
3. Interactions with HSs	There are too many students from China, and there are only one or two students, I am not sure exactly, from the UK... Seldom do we have the opportunity to communicate with British students in class. Sometimes, I feel like I am having class in China as the classmates sitting next to me are all Chinese (Amy, PG, TESOL, Chinese).
2. University services	I attended some lectures and presentations held by school about career development, such as how to edit your CV... The tutors are really useful. Your previous knowledge of writing a CV or cover letter might be the Chinese style [but] after coming here it is very much a British style or international (Cecilia, PG, TESOL, Chinese).

Table 6.16 Stage 2 NEUK sub-themes and excerpts from ISs' social learning experiences

Sub-theme 3: Interactions with HSs

According to ISs' shared experience, despite the fact that ISs had hoped for more communication with HSs in the first round of interviews, HSs had remained unreachable. In contrast to how they had conceptualised an international education at the beginning of their programmes, ISs' experience of being international was not always synonymous with being multicultural. For example, most of the Chinese participants were disappointed about what they saw as "the lack of international learning environment in class" because over 80% of the

students on the programme were Chinese. “It is really a shame”, as Amy stated, that HSs were not reachable, either in class or in social circles.

There are too many students from China, and there are only one or two students, I am not sure exactly, from the UK... Seldom do we have the opportunity to communicate with British students in class. Sometimes, I feel like I am having class in China as the classmates sitting next to me are all Chinese (Amy, PG, TESOL, Chinese).

Therefore, a dominant student nationality was considered to limit ISs’ learning experience. Additionally, ISs repeatedly emphasised that the student population in each class had a significant impact on their learning experiences in a multicultural classroom.

If the class was smaller, the [teaching and learning] effects would be better....Some of the optional modules have too many students [so] the learning effects are diminished. That is because there are lots of students choosing this optional module, and so the learning outcomes are worse (Betty, PG, TESOL, Chinese).

In terms of interaction in class, we are not very willing to speak out if there are too many people present (Kevin, PG, TESOL, Chinese).

Accordingly, due to a large population of Chinese students and the total number of students in the programme, interactions with HSs were greatly inhibited.

Sub-theme 2: University services

In addition to the workshops held by academic staff, the participants also mentioned other services and guidance provided by NEUK, including “volunteer opportunities”, “career development” and “homestay project promotion”.

I attended some lectures and presentations held by school about career development, such as how to edit your CV... The tutors are really useful. Your previous knowledge of writing a CV or cover letter might be the Chinese style [but] after coming here it is very much a British style or international (Cecilia, PG, TESOL, Chinese).

ISs appreciated the university’s provision of these services as they believed they contributed greatly to their sense of studying at an international university.

To sum up, ISs’ appreciated the curriculum designed with international horizons and the support and services they received from both the university and the staff. They had experienced more opportunities to communicate with cultural other in class than before. However, they were also concerned about the issue that interactions with HSs were limited due to the large student population, especially the Chinese one.

6.3.3 Stage 3: The end of the first academic year

By the time of the third round of interviews, ISs had just completed the taught part of their one-year degree programme. It was at this stage that they were able to a much wider reflections on their ten-month learning and living experiences.

Generally, they were satisfied with their ten months' of learning and living experiences at NEUK, including the "learning outcomes" in terms of academic knowledge, language skills, and the international perspective they had gained through learning in a multicultural classroom. The following sections explore in detail the ISs' descriptions and explanations of their experiences in three broad aspects: 1) an internationalised curriculum; 2) learning and living in a multicultural environment; and, 3) support and help offered by the university and staff.

	Theme 3 – Academic learning experiences	Theme 4 – Social learning experiences
	In-class/formal learning	Out-of-class/informal learning
Stage 3 sub-themes	3. A curriculum design with international content 4. Communication in classroom 5. Support from teaching staff	4. Multicultural communication on campus 2. University services

Table 6.17 Stage 3 NEUK sub-themes from ISs' academic and social learning experiences

6.3.3.1 ISs' reflections on their academic learning experiences in the previous ten months

After ten months' studying at NEUK, ISs had obtained a sufficient amount of experience which could provide a vivid picture of their lives living abroad. The following paragraphs present the specific examples they shared according to the following three sub-themes.

Sub-themes	Excerpts
3. A curriculum design with international content	I think the curriculum design is quite internationalised as it considers practical issues and whether this module is helpful for the students' future careers... Basically, it meets my demands as an international student (Betty, PG, TESOL, Chinese).
4. Communication in classroom	I can learn a lot from classmates from different countries as well. Due to their different educational and living backgrounds, they have different points of view, which are worth of learning... I think it should be learning skills such as analysing problems from different angles, and more understanding of their culture (Cecilia, PG, TESOL, Chinese).
5. Support from teaching staff	By meeting with my supervisor, I have generated a better idea for my dissertation... He is an expert in CA and he gave me many useful comments in frequent meetings with him... It was not necessary to have face-to-face meetings with him as whenever I had a question, I could email him for suggestions (Vincent, PG, TESOL, American).

Table 6.18 Stage 3 NEUK sub-themes and excerpts from ISs' academic learning experiences

Sub-theme 3: A curriculum design with international content

Firstly, ISs suggested that the teaching content of the programmes was designed with internationalisation consideration. They suggested that the teaching content and the tutors' teaching methods were two key factors underpinning what they saw as a positive learning experience.

I think the curriculum design is quite internationalised as it considers practical issues and whether this module is helpful for the students' future careers... Basically, it meets my demands as an international student (Betty, PG, TESOL, Chinese).

Accordingly, the classroom knowledge presented at NEUK was carefully designed with international perspectives incorporated. Moreover, the tutors carefully selected their teaching methods according to the multicultural student population. Specifically, in the first two rounds of interviews, several participants expressed that they experienced some difficulties in understanding the teaching content (often relating it to the limited time they had to absorb the information). However, in this last round of interviews all the participants acknowledged that their academic knowledge and skills had developed as they were able to handle and understand most of the content the tutors delivered in class.

I think the teaching content is overall not extremely difficult. It's still what we can reach if we would like to.... The teaching content meets my ZPD (Zone of Proximal Development), that's for sure. ... It depends on a student's own requirements. If I want to gain more, then, in this ZPD, I can expand the area of my learning. If I am not very interested in this area, the ZPD would be smaller (Kevin, PG, TESOL, Chinese).

In Kevin's view, although the teaching content contained information which required lots of pre-reading and group work, he saw himself and his classmates as themselves responsible for expanding their knowledge as much as they could. In short, learning outcomes at NEUK depend largely on the ISs' own initiative and willingness to learn.

Sub-theme 4: Communication in class

In their reflections on their academic learning experiences, the learning outcomes in a multicultural classroom were not limited to the internationalised content and/or internationalised teaching methods. More importantly, the multicultural classroom at NEUK offered ISs the opportunity to gain new knowledge and skills informally.

I can learn a lot from classmates from different countries as well. Due to their different educational and living backgrounds, they have different points of view, which are worth

of learning... I think it should be learning skills such as analysing problems from different angles, and more understanding of their culture (Cecilia, PG, TESOL, Chinese). I think it helps. In a multicultural atmosphere, in answering a proposed question, people from different cultural backgrounds may consider it from different angles and give different answers. I can learn more from these different opinions. In addition, it may help me to communicate with people from that country or even to desire to travel to that country (Harper, PG, TESOL, Saudi).

Therefore, ISs gained knowledge and broadened their horizons in the multicultural learning environment at NEUK. However, there were still concerns about classroom communication. Throughout the three rounds of interviews, “student population” and “cultural diversities” emerged as themes which had a continuous impacts on ISs’ learning experiences in a multicultural environment. Two modules were repeatedly chosen as typical examples of different teaching and learning experiences based on the student population.

This term, when there are so many people in class, I am not good at expressing my opinions. Sometimes, I feel much less communication with tutors in the classroom... Last term, I had a class that only allowed 30 students to enroll. I felt that tutors gave more speaking opportunities and I felt more comfortable in that environment [where there were fewer students] (Kevin, PG, TESOL, Chinese).

The recruitment record shows that 95% of the students enrolled on this module were non-EU, with 80% Chinese (NEUK, 2014). Therefore, the experience of in-class communication depended largely on who they sit next to.

So the in-class communication mainly depends on the people sitting beside you... If the students sitting beside you are all from China, we would have a discussion only with Chinese students [and] sometimes in Chinese (Jane, PG, TESOL, Chinese).

Compared with the in-class learning experiences shared in the previous two rounds of interviews, it can be generalised that the most important factor influencing ISs’ in-class interactions was the tutor’s teaching methods rather than the classroom layout or the student population. However, the student population was still a vital issue in ISs’ perspectives when they reviewed their classroom learning experiences.

Sub-theme 5: Support from teaching staff

In the second term of studies on the taught programme, ISs also received support and guidance on their dissertations, such as workshops, training sessions and regular meetings and/or online contact with supervisors.

Firstly, the ISs stressed that a series of workshops and extra lectures had been arranged by either the university and/or their departments to provide them with instructions and guidance

on writing dissertations. To be more specific, the participants indicated that they received more intensive training in the second term, which they saw as a beneficial learning experience.

A training course has been opened to provide us with guidance on writing a dissertation. Besides, there is also a dissertation writing training course specifically designed for TESOL students now... That will be more practical and useful for my study in terms of research design, layout of the dissertation... Every step of the dissertation will be covered (Fiona, PG, TESOL, Saudi).

It is the first time we have been required to do a dissertation, and although the tutors introduced basic information in modules like “research methods”, the extra training sessions help me to get a clearer understandings of the process of writing a dissertation (Betty, PG, TESOL, Chinese).

ISs believed that the dissertation training courses specifically designed for the TESOL programme contributed significantly to their learning outcomes as they provided detailed instructions on dissertation writing for ISs from a different educational background.

In addition, ISs had frequent contact with and support from their supervisors before they began to prepare for the final dissertation.

By meeting with my supervisor, I have generated a better idea for my dissertation... He is an expert in CA and he gave me many useful comments in frequent meetings with him... It was not necessary to have face-to-face meetings with him as whenever I had a question, I could email him for suggestions (Vincent, PG, TESOL, American).

They regarded this support as a positive factor which enhanced their academic learning experiences at NEUK.

In addition, reflecting on the past ten months’ learning experience, ISs noticed that in-class communication and group discussions were sometimes limited by the size of the student population. They acknowledged that the tutors might not have had enough time and energy to interact with all the students. Therefore, they considered “seminars” as another approach to enhance communication with tutors.

In group talks [seminars], I could easily get feedback from teachers. It is not that easy with too many students in lectures (Isabella, PG, TESOL, Thai).

6.3.3.2 ISs’ reflections on social learning experiences over the previous ten months

After ten months’ studying at NEUK, ISs had also obtained a sufficient amount of social learning experience which could provide a vivid picture of their lives living abroad. The following paragraphs present the specific examples they shared according to the following two sub-themes.

Sub-themes	Excerpts
4. Multicultural communication on campus	For instance, previously I met a student from India, and from detailed discussions with him on ISSs' tuition fees and the education system in the UK, I got to know lots of information about the Indian education system... Communication like this let me understand and appreciate the situation in India (Kevin, PG, TESOL, Chinese).
2. University services	Currently, I am in the stage of career planning, so the information and helps from school in this area met my expectation the most... I can ask university's helps.. (How did you find the source?) it can be found on the university's website, and also, we received emails of career service frequently (Grace, PG, TESOL, Chinese).

Table 6.19 Stage 3 NEUK sub-themes and excerpts from ISSs' social learning experiences

Sub-theme 4: Multicultural communication on campus

In the final round of interviews, ISSs regarded the multicultural learning environment as a broader concept which extended beyond a multicultural classroom. They greatly valued after-class communications on the “internationalised campus” as well. One Chinese participant commented on the knowledge he had gained by communicating with another international student.

For instance, previously I met a student from India, and from detailed discussions with him on ISSs' tuition fees and the education system in the UK, I got to know lots of information about the Indian education system... Communication like this let me understand and appreciate the situation in India (Kevin, PG, TESOL, Chinese).

It was a representative of other ISSs' shared views and expectations of taking advantage of the multicultural environment on campus as a means of gaining extra knowledge outside formal classroom learning.

There are also various activities held by student organisations, such as the Student Union and student clubs and societies. ISSs revealed that these activities not only provided them with more opportunities to interact with cultural others, but they also allowed them to enhanced their overall sensation of being in an international learning environment at NEUK.

We came from various countries, and we prepared food from our own countries. Well, cuisine is also a symbol of culture... I think activities like this are quite meaningful to us, as they not only enhance friendships among our classmates, but also provide opportunities for us to communicate with teachers. Such social events allow us to feel more relaxed and at ease in a foreign environment (Amy, PG, TESOL, Chinese).

Sub-theme 2: University services

In addition to academic activities, extra-curricular support such as career services continued to be highly appreciated by ISSs in the third round of interviews.

Currently, I am in the stage of career planning, so the information and help from the school in this area met my expectations... I can ask the university for assistance... [Sources of information] can be found on the university's website, and we also received emails from the career service frequently (Grace, PG, TESOL, Chinese).

Most ISs mentioned that they received regular emails about event information on “volunteering activities and career services”. As the degree programme came to the end, they had increasing concerns on their future careers. The information and support they received from NEUK were considered very useful.

6.4 Summary

This chapter has presented a set of qualitative data on ISs' academic and social learning experiences at the two case universities, especially from the aspects of teaching content and intercultural interactions. It has also explored the influences that the teaching and administrative staff have on ISs' formal and informal university academic and social learning experiences.

Key aspects from ISs' reflections on their academic and social learning experiences were generated from the longitudinal interviews. Since several differences can be found at every stage of their experience, the longitudinal findings generated valuable data.

6.4.1 SUCN

As a summary, SUCN-ISs shared their concerns in various aspects during the three rounds of interviews. The following table illustrates the aspects of students' learning and living experiences in different stages.

SUCN	Stage 1	Stage2	Stage 3
Theme 3 – ISs' academic learning experience	1. Multicultural classroom 2. Cultural information in curriculum 3. Teaching arrangements	2. Cultural information in curriculum 4. Learning difficulties as ISs	2. Cultural information in curriculum 3. Teaching arrangements
Theme 4 – ISs' social learning experience	1. University operations 2. Interactions with HSs	2. Interactions with HSs 3. Expectations for teaching staff	1. University operations 3. Interactions with university staff

Table 6.20 Sub-themes generated from SUCN-ISs' academic and social learning experiences

SUCN-ISs realised that they were studying with students from different countries and viewed this as an element of a multicultural learning environment. However, due to the traditional teaching methods and the staff's lack of international awareness, ISs had very limited opportunities to communicate with other students in and after class. Additionally, the only effort to enhance the sense of being at an international university that SUCN staff made was limited to checking if ISs were able to understand the teaching content, which was considered far from sufficient. Since there was no opening ceremony and scant information was provided at the beginning of the degree programmes, ISs experienced difficulties getting accustomed to their lives abroad.

ISs shared many more experiences in the second round of interviews after they had been studying at SUCN for four months. The staff's lack of international awareness was mentioned on numerous occasions. For example, the tutors did not differentiate between ISs and HSs so the former had immense difficulties understanding the teaching content. This was a critical issue which ISs felt should be addressed urgently as it severely limited their ability to derive value from the programme. It was also indicated that there were few opportunities for ISs to communicate with HSs.

Although ISs shared similar experiences across the first two rounds of interviews, their comments in the third round of interviews indicated several positive changes had occurred. They emphasised that they had enjoyed the deeper exposure with Chinese culture and had been able to increase their classroom interaction with other Chinese, which reflected more international awareness on the part of their tutors (the tutors were in fact different from those in the first term). However, their experience of communication with the tutors themselves and (especially) the administrative staff did not improve, leaving some ISs to refer to negative international experiences.

Regarding ISs' experience of the curriculum, the staff played an important role in influencing ISs' academic and social learning experiences. This subject – people, especially the staff, as a fundamental element in the operationalisation of internationalisation – was emphasised repeatedly in later discussions.

6.4.2 NEUK

The three rounds of interviews revealed how NEUK's institutional strategies influenced ISs' studying and living experiences over ten months. The following table demonstrates the different aspects of ISs learning and living experiences in the three stages.

NEUK	Stage 1	Stage2	Stage 3
Theme 3 – ISs’ academic learning experience	1. Classroom teaching and learning arrangement 2. After-class academic learning	3. A curriculum design with international horizons 4. Communication in classroom 5. Support from the teaching staff	3. A curriculum design with international horizons 4. Communication in classroom 5. Support from the teaching staff
Theme 4 – ISs’ social learning experience	1. Communication difficulties 2. University services	3. Limited contacts with HSs 2. University services	4. Multicultural communication on campus 2. University services

Table 6.21 Sub-themes generated from NEUK-ISs’ academic and social learning experiences

Specifically, NEUK-ISs felt that they had experienced the institution’s strategies of internationalisation from the very beginning of their degree programme. For example, ISs emphasised: a) the international teaching methods (which included a sufficient amount of group work); b) the induction week; and, c) the institutional support (e.g. a personal tutor). The ISs’ shared comments on how they had benefited from these institutional strategies of internationalisation, generally reflect what was demonstrated in Chapter 4 regarding NEUK’s international strategies.

After four months of studying at NEUK, ISs shared more detailed experiences of how student-centred teaching methods provided them with more opportunities to communicate within a multicultural environment. They had gained lots of cultural knowledge which could not be obtained from textbooks and had developed a deeper understanding of other cultures. However, interaction nevertheless differed to some extent from what ISs had expected because there were only two British students in the class and the participants rarely interacted with them. In addition, ISs emphasised more the support they had received from NEUK in the second round of interviews vis-à-vis the first round. For instance, NEUK provided in-session courses to improve ISs’ language ability and added extra lectures to broaden their academic horizons. Furthermore, ISs also referred to the efforts that NEUK had made to provide non-academic information, such that relating to career. All these efforts were regarded as an important part of living and studying at NEUK as an IS.

ISs also shared their experiences of participating in activities and events organised by the university and the Student Union in the third round of interviews. Additionally, they also mentioned other institutional efforts, such as providing dissertation workshops and career

services. On the other hand, they also claimed that there was scope for improvement in terms of developing a more effective multicultural learning environment, especially from the perspective of the staff. For instance, they suggested that the assistance of tutors during the seminars helped them to improve their writing skills in preparation for their dissertations.

By recording and exploring the experiences of ISs at both case universities, the internationalisation strategies of each institution have been thoroughly examined. These experiences focus on two overarching themes underpinning the operationalisation of internationalisation, namely, classroom learning and after-class activities. Therefore, the findings presented in this chapter can be used to compare the institutional strategies of internationalisation and the sets of data recording ISs' university experiences in order to answer the second research question and explore how internationalisation is operationalised at the institutional level.

To sum up, the interview data presented in this section provides a clearer timeline to track ISs' on-going personal experience of learning and living in a foreign university over time. For instance, when participating in the first round of interviews, ISs only had two weeks of learning and living experiences in the case universities. Therefore, their opinions were limited to an initial impression during this period of time. After four months into the degree programme, participants in the second round of interviews were able to provide more in-depth experiences and opinions, while the final round of interviews revealed ISs' self-reflections on their ten months' student lives of being international. The different stages in their degree programme thus naturally determined the different topics and focuses of discussions in each round of interviews accordingly. As a result, the three sections of each sub-chapter illustrate ISs experience that related to learning and living at a foreign university, from the very beginning till the end of the taught programme.

Chapter 7 ISs' IC Development

7.1 Introduction

The ISs' desire for IC development was revealed in discussions on their learning and living experiences at both locations. Indeed, ISs' IC, as an expected outcome of internationalisation, was tracked and explored in this study through the operationalisation of each institution's internationalisation strategies at both case universities. Considering the extent of the ISs' shared experiences of and reflections on IC development over time, a separate section was required to show how ISs' IC had developed and how institutional policies impacted in this process. This chapter, therefore, presents the interview data regarding the ISs' experience of IC development as a response to the study's third research question, namely **To what extent do the institutional strategies of internationalisation influence ISs' IC development?**

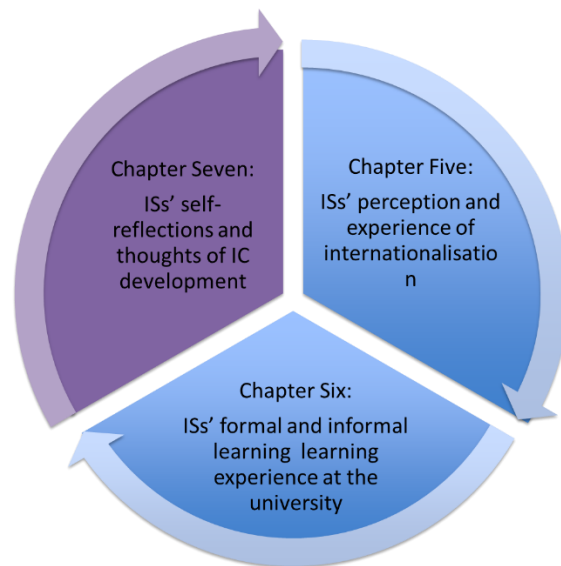


Figure 7.1 The third round of interview findings, revealing ISs' experiences of IC development

Although the definition of IC is contested, it is widely acknowledged that IC development is a process (Fantini, 2009). As noted in the chapter exploring the study's methodology, this longitudinal research, with its three rounds of individual interviews, was designed to track ISs' IC development over their 1-year degree programmes at a foreign university (see Figure 7.1). Furthermore, as discussed in the literature review chapter, ISs' IC development in the context of internationalisation can be adopted as a measuring technique to explore the operationalisation of internationalisation at both the institutional and individual levels.

Deardorff's (2006) IC model, comprising five elements designed to give clarity to the nebulous concept of IC (Deardorff, 2011, p. 66), was adopted as a guiding framework for participants to reflect on their IC status in each round of interviews. The presentation of the interview findings

is correspondingly categorised into five subthemes according to Deardorff's five elements (See Table 7.1).

Theme 5 ISs' reflections on and thoughts about IC	Subtheme	Descriptor
	1. Requisite Attitudes	ISs' reflections on their attitudes toward intercultural communication, including respect (valuing other cultures, cultural diversity), openness (to intercultural learning and to people from other cultures, withholding judgment), curiosity and discovery (tolerating ambiguity and uncertainty)
	2. Knowledge and Comprehension	Deepen understanding and knowledge of culture (including contexts, roles and impacts of culture & others' world views); culture-specific information; sociolinguistic awareness
	3. Skills	To listen, observe, and interpret To analyse, evaluate, and relate
	4. Desired internal outcome	ISs' reflections on their adaptability (to different communication styles & behaviours; adjustment to new cultural environments); flexibility (selecting and using appropriate communication styles and behaviours; cognitive flexibility); ethno-relative views and empathy
	5. Desired external outcome	ISs reflected on the extent to which they communicated effectively and appropriately (based on their intercultural knowledge, skills and attitudes)

Table 7.1 Themes and descriptors in the findings of ISs' IC development

The interview findings presented in each of the following sections illustrate ISs' experience and thoughts related to IC development and inform the subsequent discussion on how the operationalisation of each institution's internationalisation strategies (such as curriculum content, pedagogy, and activities) affected the ISs' IC development over the course of their 10-month degree programmes.

Given the complexity of the IC concept, assessment of IC development requires a multimethod and multiperspective plan (Deardorff, 2011). However, this PhD research project explored only the ISs' self-reflections in the interviews as evidence of their developing IC, as this study's one aim was to investigate the ISs' experience of IC development and the institutional factors impacting this process. Although this single focus is acknowledged as a limitation of the study's design, the students' self-reflections are, nevertheless, considered an appropriate vehicle to investigate their' experiences.

A further limitation of taking Deardorff's model as a framework is that it is exclusively designed as an intercultural communicative competence model and ignores the fact that IC is not only exercised in situations involving communication with people who have different cultural affiliations from one's own. On the contrary, IC can also be exercised when making judgements about such people, when viewing images of such people, when reading accounts about such people, etc (Barrett, 2013).

The overall external outcome of IC is defined as effective and appropriate behaviour and communication in intercultural situations, which again can be further detailed in terms of indicators of appropriate behaviour in specific contexts. The aim of adopting this model with ISs is to inspire them to reflect on certain aspects of their IC development rather than produce an explicit and detailed examination of how their IC changed over time.

This chapter consists of two sections that explore the interview data from each case university: SUCH (7.2) and NEUK (7.3). In each subsection, three further subsections of data from the three rounds of interviews are presented. As with the two previous chapters, a final subsection (7.4) summarises the interview findings and presents a longitudinal review of the ISs' experiences of IC development, and, thus, provides empirical evidence in answer to the third research question.

7.2 ISs' reflections on IC development at SUCN

The following sections present the interview data regarding the ISs' self-reflections on their IC development at different stages throughout their 1-year degree programme at a foreign university.

7.2.1 Stage 1: The early teaching weeks

By the time of the first round of interviews, ISs were only 2 weeks into their degree programmes and had limited knowledge about IC. Deardorff's (2006) model of IC was introduced to them during the interview and they referred to it to understand their own current IC status. They acknowledged the importance of developing IC during their studies abroad and expressed their expectations as to how the universities could facilitate their IC. The following sections look at the initial IC status of the participants at SUCN.

7.2.1.1 Subtheme 1: Requisite Attitudes

The SUCN-ISs started their reflections on their IC status with the "attitude" element in the IC model. Considering that "gaining Chinese cultural knowledge" was one of their stated reasons for coming to study at SUCN, they expressed an interest in Chinese culture. They also indicated their expectations to communicate with cultural others, both HSs and other ISs.

When studying at a foreign university, it is necessary to communicate with foreigners and know how Chinese people live their lives. (Leo, UG, BCLL, Lao)

They viewed themselves as open-minded about accepting cultural differences.

When I came to study abroad, I was ready to have intercultural communication. People like us, who decided to go abroad, are meant to be willing to accept the different cultures of other countries. (Ruby, PG, MTCSOL, Malaysian)

Although not all ISs were interested in knowing about different cultures other than Chinese culture, they respected cultures which were different from theirs.

I am not interested in Laos culture... It is very different from our Korean culture, I think ... but I still respect it. (Zoe, UG, BCLL, Korean)

The curiosity, openness, and respect towards cultural difference shown by the SUCN ISs are core concerns of one's attitude to intercultural communication, and they are considered fundamental elements in one's IC. During the interviews, the SUCN ISs initially evidenced this attribute as a part of their attitude towards intercultural interactions involved in IC during the interviews.

7.2.1.2 Subtheme 2: Knowledge & Comprehension

Regarding knowledge and comprehension, the SUCN ISs suggested that their basic knowledge of Chinese culture might inhibit their communication with HSs.

I am not confident about communicating with Chinese students as this is the first time I have been to China. As for the knowledge, I only know a bit about China from the textbooks I read before. (Zoe, UG, BCLL, Korean)

Although I know something about Chinese culture, I didn't learn everything, and my understanding of Chinese culture is quite wide but superficial. (Samuel, PG, MTCSOL, Laos)

The students' self-reflections on their knowledge is not only about Chinese culture; some ISs also expressed their lack of knowledge of other cultures too. They believed that this fact, together with their as yet basic Chinese language proficiency, limited their communications with cultural others.

My knowledge is quite limited in Chinese. I learnt Chinese language and I'm now studying in a Chinese university. But for my good friends who come from Brazil, my knowledge of their culture is very limited. (Teresa, PG, MTCSOL, Korean)

As this was the first round of interviews, the ISs expressed hopes of gaining more cultural knowledge from activities organised by SUCN.

I am expecting that the tutor will give us cultural observation activities, like fieldwork, to see how Chinese people live their lives, to really understand it. Or maybe [we will take] courses in this aspect, (Leo, UG, BCLL, Laos)

The expectations shared by Leo suggested that the SUCN ISs were eager to explore Chinese culture contextually, rather than only from the textbooks. However, in addition to this hope and expectation to explore culture in context, the SUCN ISs' concerns were often limited to cultural knowledge, mostly of China, but occasionally other countries. Although the interviewees were given a full list of the elements in Deardorff's (2006) IC model and although an explanation of

the contents was included in the section on knowledge and comprehension, they did not share their opinions on the other items on the list, such as cultural self-awareness, deep understanding and knowledge of culture (role and impact of culture and others' world views), culture-specific information, and sociolinguistic awareness.

7.2.1.3 Subtheme 3: Skills

Since the ISs had only just started their degree programme, they indicated there were not many examples they could give regarding the skills element. Margaret commented on her skills in terms of communicating in Chinese:

The skills, if it is in terms of Chinese language skills, I am ok with it. But to interpret what it really means... if the sentence in our dialogue is very long or complex, I may need more time to think about it, and to analyse the meaning, probably by writing it down. (Margaret, PG, MTCSOL, Korean)

She believed that language skills were also part of the “skills” element and shared her opinions about her ability to communicate interculturally. Another participant also linked skills with linguistic capability, commenting on her limited Chinese language skills:

It was so difficult for me to communicate with others in Chinese because of my [limited] Chinese language skills. When communicating with them, I don't really understand what they are talking about sometimes. (Peggy, UG, BCLL, Laos)

These participants believed that skills (including, but not only, linguistic competence) could be developed in the process of intercultural communication and interaction, such as in-class communication. The students' difficulties in communicating in a foreign language suggested that their attempts to develop their IC was challenged by “linguistic inequality” (Ramachandran (2011), which, in this case, resulted in their unfavorable experiences of intercultural interaction. In addition to their concerns about their limited language skills (and how these were holding back their ability to explore other cultures), in the first round of interviews the ISs did not reflect on their ability “to listen, observe, evaluate, and relate”.

7.2.1.4 Subtheme 4: Desired internal outcomes

Regarding the desired internal outcomes of IC, the SUCN ISs acknowledged them as a combination of the development of the three prior elements – attitude, knowledge, and skills. The majority of the participants considered themselves capable of adapting to communicating with cultural others swiftly. As they noted:

I think it isn't big problem for me to adapt. I have a few friends from Japan, China, and Laos. My adaptability to have contacts with them is not a problem. (Nichol, PG, MTCSOL, Korean)

If I meet a classmate from Thailand for the first time today, I think I can get used to having communication with him/her. (Leo, UG, BCLL, Laos)

Other participants suggested they may be less able to adapt rapidly to their new environment and to start communicating with cultural others. For example, for Zoe:

It is not very good, in this element. I am not able to adapt to the new environment, starting communication with cultural others. I may do it, gradually. (Zoe, UG, BCLL, Korean)

As this was the first round of interviews, the participants self-reflect on their ability to adapt to different communication styles and behaviours according to their adjustment to the new cultural environment at SUCN. Again, the ISSs, at this stage, were concerned about their ability to select and use appropriate communication styles and behaviours, while ignoring aspects of cognitive flexibility or ethno-relative views and empathy. Further discussion and examples of the development of IC in terms of internal outcomes are presented in the analysis of the second and third round of interviews.

7.2.1.5 Subtheme 5: Desired external outcomes

When invited to reflect on the current status of the desired external outcomes in the IC model, the participants considered themselves respectful in their intercultural communications. As Ruby recounted:

Intercultural communication, sometimes even [when] I do not agree with the others I don't argue with them. It is some kind of respecting the differences between us, especially in the aspects of culture and customs. (Ruby, PG, MTCSOL, Malaysian)

Teresa suggested that she was communicating effectively, based on the foreign language she learnt and used quite freely:

If I go to other countries and communicate with local people using their languages, such as English or Chinese, the language I know, I think I can [communicate effectively].
Teresa, PG, MTCSOL, Korean)

Generally, when asked about their expectations of IC development, the SUCN ISSs considered intercultural interaction as an effective way to develop their IC.

It can be developed in the aspects of activities, because I like activities and I want to gain more knowledge through them. (Samuel, PG, MTCSOL, Laos)

Therefore, it was reasonable that the SUCN ISSs expressed their demands for more opportunities to interact with cultural others, especially with HSs. Although the language exchange programme (referred to by the Korean students) provided an opportunity for students to interact, there was still much room for improvement. When referring back to what was shared in the

international learning and living experiences at SUCN (See 6.2), the ISs reported that the language exchange programme ended abruptly and was not followed by anything else that was similar. This situation led to the ISs' being dissatisfied with their experience of being at an international university, and also caused them to feel that opportunities to have more intercultural interactions would also be limited at SUCN. The language exchange programme was, therefore, a good example of how institutional efforts to organise and manage intercultural communication could be successful.

In sum, at Stage 1, the SUCN ISs shared general reflections on their own status on each element listed in Deardorff's (2006) IC model, displaying a generally positive attitude toward cross-cultural communication at SUCN. While being curious about and respectful of other cultures, the ISs saw themselves as lacking the necessary linguistic skills and specific cultural knowledge, factors which diminished their ability to communicate effectively with cultural others. Further, their reflections on the IC elements were limited to a superficial level; they failed to offer any reflections on *cognitive* adaptability and cultural awareness while self-assessing their IC status.

7.2.2 Stage 2: Four months into the programme

The second round of interviews was conducted when the ISs had completed 4 months of learning and living at SUCN. By this stage, they were able to reflect further on their IC development with reference to specific intercultural communication experiences while studying at SUCN.

As stated in the chapter on research methods, the ISs were asked to score their own IC (from 0 to 100) on each of the five elements of Deardorff's (2006) model. This evaluation system was used as a reliable referencing system through which the participants could assess and explain their own development, rather than as an accurate evaluation of their performance in the sense of a quantitative research method. The self-marking table is attached in Appendix K.

Requesting students to give specific mark prevented use of imprecise words such as "a little/a bit/some", thereby enhancing the accuracy and reliability of this study. Therefore, the interview data presented in this section looks only at the ISs' follow-on explanations of their reasons for giving a specific score, as well as any related experiences. The following sections reveal the SUCN ISs' self-reflections on how their IC status had evolved through learning at and living in a foreign university, as recounted in the second round of interviews.

7.2.2.1 Subtheme 1: Requisite Attitudes

In Stage 2, the majority of the SUCN ISs either marked themselves "higher" in requisite attitudes, or at least kept the same level as previously.

I am more curious about their culture because we were introduced to some in the classroom through a few activities like making dumplings and other shows. (Whitney, UG, BCLL, Korean)

It remains the same, as I am still very willing to start a new conversation with cultural others. (Samuel, PG, MTCSOL, Korean)

My Chinese proficiency has improved, and maybe this is the reason why I became more active in initiating communication. (Peggy, UG, BCLL, Laos)

For some participants, like Peggy (quoted above), linguistic proficiency improvement contributed to her IC development in terms of attitude. For most of the time, it was through actual interactions and activities that the attitude aspect was affected. Typical examples were provided by those who marked their attitudes lower than in the first stage.

While the SUCN ISs acknowledged that their IC had developed in many respects over the previous 4 months of studying and living at SUCN, some participants claimed that they had become less interested in intercultural communication. According to the follow-up explanations, the main factor leading to a diminishing attitude towards intercultural interactions was negative or unpleasant intercultural experiences. To be more specific, some ISs sometimes felt isolated in this period.

I heard there are after-class dinner gatherings held by Chinese students. But we are not invited because we are ISs I guess. (Teresa, PG, MTCSOL, Korean)

Teresa felt isolated from local Chinese students in her class because the ISs were not invited to attend the parties held by their Chinese classmates. Her experience was not unique. Due to such negative experiences, some ISs had become less curious and open towards interacting with HSs after studying at SUCN for 4 months. As Margaret said:

I do not hold a positive attitude to communicating with other people now. I think it is ok if I only come to study the academic knowledge of a degree programme. Interactions are not necessary. (Margaret, PG, MTCSOL, Korean)

This comment contrasts starkly with the sentiments Margaret expressed at the very beginning of her study, when she was enthusiastic about communicating with HSs, even signing up for the tennis club in anticipation that this would lead to more contact. However, this promise was not fulfilled. She assumed:

Maybe [the lack of communication is] because I am a foreign student, not Chinese.
(Margaret, PG, MTCSOL, Korean)

Margaret, as with Teresa, shared similar feelings of being separated from the HS student group. As a result of these shared experiences, the ISs felt discouraged from engaging in intercultural communication when they encountered negative interactions or felt isolated from the HSs. In

addition, in the second round of interviews, the ISs who gave themselves a higher mark for attitude also suggested that improvements in their Chinese linguistic ability had contributed to their willingness to start conversations with cultural others. They offered no reflection on openness to cultural diversity or how they withheld judgment. More detailed aspects of the factors that influenced the ISs' attitudes towards intercultural communication were discussed and explored in Stage 3.

7.2.2.2 Subtheme 2: Knowledge & Comprehension

In addition to the language knowledge typically emphasised in the ISs' self-assessments presented at the beginning of this section (See 7.2.2.1), various types of knowledge development emerged in the shared experiences of the ISs' IC development; typically, these were related to cultural knowledge.

For instance, they recalled that they had accumulated and expanded their cultural knowledge from classroom learning experiences of learning in certain modules.

I think I gained a lot new cultural knowledge in the classroom, especially in Chinese culture, which was covered by several modules. I now know much more about social etiquette in China and some Chinese traditions. (Teresa, PG, MTCSOL, Korean)

We are required to learn Chinese culture through the learning in the classroom, and when the tutor is teaching Chinese language, cultural information is often covered. (Leo, UG, BCLL, Lao)

This cultural knowledge was not limited to knowledge about China, as Ruby noted:

It is through discussions. ... For those Chinese students, their Chinese language and cultural knowledge are very good already, but they may not know about other countries' cultures. Communicating and discussing with other students allows us to get to know more [about other cultures] through these courses. (Ruby, PG, MTCSOL, Malaysian)

These two examples demonstrate how the SUCN-ISs gained cultural knowledge and better understandings through both the teaching content and group discussions in class. These experiences provide a typical example of how ISs developed their linguistic and cultural knowledge through the teaching content on cultural elements designed and offered by the university as a practical part of the internationalisation process. However, as in the first round of interviews, the ISs did not share much about their experiences in other aspects of knowledge and comprehension. With the exception of knowledge gained about Chinese social etiquette, the participants did not relate how this cultural knowledge contributed to their IC development, especially with regard to cultural self-awareness.

7.2.2.3 Subtheme 3: Skills

After studying and living at SCN for 4 months, all the participants considered that their observation, interpretation, and connection skills had improved. The development in these elements was also scored as significantly positive. For example, to exemplify the observation and interpretation skills he had developed, Orlando, on the English taught programme, appreciated the international learning environment:

My teachers helped me and my classmates helped [to develop these skills]. They helped me in the discussions. The ways of teaching can engage all of us. I have more opportunities to observe and learn through the frequent communication I think. (Orlando, PG, CLBM, Pakistan)

Orlando saw the classroom interactions as an opportunity for him to observe and learn, while another student reflected on how her listening skills had developed:

I am more willing to listen now, and when I listen to what they are talking about, I observe the differences between the Korean or Laos students and me. They are so different. I often express that I am very interested to listen more about this. (Ruby, PG, MTCSOL, Malaysian)

The tutors' efforts were highlighted in this process, as they were considered a main source of help for the development of their skills.

Even when we only have classes with Korean students, I am able to express my opinions better than before... After our sharing, the tutor analysed the differences between each country and helped us to understand. It is a development in skills I think. (Peggy, UG, BCLL, Laos)

In summary, the SUCN ISs in Stage 2 generally seemed to reflect on a slight development in their skills, especially in terms of observation and listening. Furthermore, they considered that, with the assistance of the tutors, the teaching content and the multicultural learning environment was contributing to the development in their skills. Although there were scant reflections on skills development, the participants shared a deeper understanding of the skills required for intercultural communication practice, such as the observation of difference and the need for effective listening skills.

7.2.2.4 Subtheme 4: Desired internal outcomes

The development in adaptability and flexibility as desired internal outcomes was also reflected on and evidenced by the SUCN ISs in the second round of interviews. For instance, Margaret suggested that she was more comfortable initiating intercultural interaction with her classmates:

For the adaptability, I am more proactive in greeting classmates who enter the classroom. I was a bit shy before, not daring to start a conversation. But now I feel it is me who is adapting and feeling more like communicating with cultural others, and this feeling is becoming more natural. (Margaret, PG, MTC SOL, Korean)

Whitney also perceived that she was feeling more comfortable during communication:

I am more flexible now, and won't feel nervous or very sensitive when communicating with students from other cultural backgrounds. (Whitney, UG, BCLL, Korean)

After studying at SUCN for 4 months, the ISs were beginning to see intercultural communication as a natural interaction among students and were increasingly able to initiate dialogues. This observation indicates that they were more comfortably adjusting to the new cultural environment at SUCN, including the intercultural communication occurring there.

7.2.2.5 Subtheme 5: Desired external outcomes

In Stage two, the participants reflected on their development in terms of effective communication. For Zoe:

I think the ways of my expression are more appropriate after observing how Chinese students behave in the same situation. We learnt the appropriate behaviours naturally through more communication. (Zoe, UG, BCLL, Korean)

Zoe suggested that her development in appropriate communication came from in- and after-class communication with students of different cultural backgrounds. Through this communication, she was able to observe others' appropriate behaviours.

Other SUCN-ISs also had similar views that appropriate behaviour came from acquired knowledge and skills.

I think I developed my skills, such as speaking and observation, by observing Chinese people's behaviour... So I behave appropriately when talking with Chinese students. (Orlando, PG, CLBM, Pakistan)

From the SUCN ISs' perspectives, the external outcomes largely depended on their Chinese language proficiency.

By knowing the language better, my communication is more effective than just a few months ago. (Peggy, UG, BCLL, Laos)

On the other hand, a low level of Chinese proficiency negatively affected ISs' intercultural communication. For instance, Leo noted that his external outcomes in IC development, such as the appropriate behaviour, had not developed much due to language problems. Correspondingly, the marks he gave himself for behaviours had decreased because:

Sometimes I wanted to ask something, but I didn't know how to express myself. (Leo, UG, BCLL, Laos)

In this case, it is not surprising that the ISs emphasised their development in Chinese proficiency and considered it a key factor in their IC development.

During the interviews, the ISs also expressed further expectations regarding IC development. To be more specific, they noted that they had requested further cultural knowledge acquisition from tutors, both in and after class.

I am expecting the tutors to change their teaching methods further, which would let us interact and communicate more in class. And he/she could also give us some homework to finish together. [Group work?] Yes. (Margaret, PG, MTCSOL, Korean)

In addition to more opportunities to communicate and interact with local Chinese students, the ISs suggested two possible teaching practices, namely interactive teaching methods in class and extra-curricular communication activities based on group work. It is clear from the students' discourse that they were expecting more group work. This finding echoes Barrett's (2013) comment that Deardorff's definition of IC is often conceived as *communicative* competence.

To sum up, in Stage 2, the SUCN ISs saw themselves as more interculturally competent, as they had expanded their cultural knowledge of social manners and developed the skills of listening and observing through the teaching content and enhanced interaction. They also suggested that they were getting used to intercultural communication with cultural others after 4 months on their degree programmes. In addition, a small number of interconnections among these elements were revealed from the interviews, revealing the ISs' development of their IC experiences.

7.2.3 Stage 3: The end of the ten-month degree programme

By the time of the third round of interviews, the SUCN ISs had almost finished their 10-month degree programme at SUCN. Therefore, they were able to offer insights into how their IC had developed in the period that had elapsed since the second round of interviews.

Generally, the SUCN ISs had expanded their social circles and, thus, they enjoyed more frequent cross-cultural communications with students from other countries in the second term. Their expanded social circles, together with the learning outcomes on their degree programmes (such as learning in a multicultural classroom), had greatly contributed to their personal development, especially with regard to IC.

As in the first two rounds of interviews, the participants were asked to discuss the five main elements from Deardorff's (2006) IC model. In order to answer the third research question, the data presented here not only evidences the evolution of the participants' IC status in each

element, but also addresses specifically the “factors” which affected their self-assessment in terms of marks.

7.2.3.1 Subtheme 1: Requisite Attitudes

Generally, the majority of the participants scored their attitudes of IC decidedly higher than at the beginning of their degree programme (detailed marks are listed in Appendix K). This change means that most of the SUCN ISs believed they had developed a more positive attitude to intercultural communication, such as respect, openness, and curiosity. For Zoe, instance:

I [have] become more interested in Laos culture and would like to know more about it.

(Zoe, UG, BCLL, Korean)

In the first round of interviews, Zoe suggested that she was not interested in Laos culture, although she respected it. After the 10 months of studying and communicating, she had become more curious about this culture. In addition, other participants suggested that they had developed more “openness” and “tolerance” towards other cultures through frequent interactions with students from other cultural backgrounds, either in or after class.

I respect others’ cultures and accept the differences between us. I am not limited myself in a frame, as I am quite easy to accept the cultures of others. (Whitney, UG, BCLL, Korean)

Further discussion with the participants revealed that they considered positive intercultural interaction as an essential factor which boosted their development on requisite attitude. Moreover, positive interactions led to ISs’ being able to switch off their preset perceptions towards other cultures.

From frequent communication with my classmates, I found the Chinese, especially the new generation, to be very polite and of good characters... different from what I thought before. (Ruby, PG, MTCSOL, Malaysian)

Ruby’s reflection indicated that learning about culture helps to reduce pre-existing stereotypes. This is a self-reflection on IC that echoes Barrett’s (2013) claim that IC is not only exercised in situations involving communication with people who have different cultural affiliations from one’s own, but can also be exercised when making judgements about such people, when viewing images of such people, and when reading accounts about such people, etc. (p. 3).

From the ISs’ perspectives, the positive attitudes they drew from these pleasant experiences had also encouraged them to interact more with their Chinese classmates. Most participants considered gaining knowledge through interactions with cultural others as another common approach to develop a more positive “requisite attitude”.

The cultural knowledge that Zoe and Whitney gained from interaction with classmates encouraged them to be more communicatively competent and increased their curiosity and willingness to know Laos culture.

In the class, the teachers sometimes would ask us to introduce our own culture/customs to classmates and discuss with each other a certain cultural topic. So, from the in-classroom interactions, I started to know about Laos culture... It is also very interesting... [And your attitude now?] I want to know more about it. (Zoe, UG, BCLL, Korean)

Their Laos classmates reciprocated this growing curiosity and willingness to communicate.

Now I feel like I want to know more. I am very curious about their culture now... I want to share more and learn more from talking to them. It's beneficial for me. (Peggy, UG, BCLL, Laos)

Accordingly, it is clear that the cultural knowledge they had gained from intercultural interactions had largely prompted the ISs to be curious about other cultures and encouraged them to communicate, both features that can be categorised under the attitude section of Deardorff's (2006) IC model.

Additionally, positive interactions encouraged the ISs to have further intercultural communication.

The reason is that I know new friends from other cultural backgrounds now, I am very happy when interacting with them, and getting to know the new cultural information that I never knew before. It is very interesting. (Nichol, PG, MTCSOL, Korean)

Therefore, frequent interactions with cultural others expanded the ISs' cultural knowledge, which served as a booster for "increased attitude", such as curiosity and respect, and further encouraged them to have more interactions (See Figure 7.2).

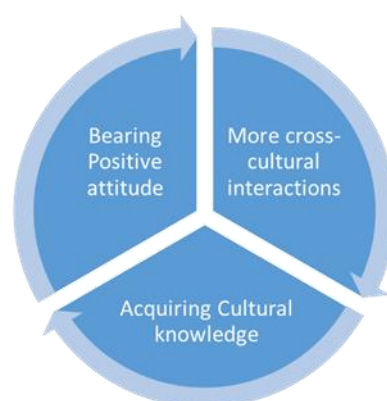


Figure 7.2 The cyclical process of the SUCN ISs' development in attitude

7.2.3.2 Subtheme 2: Knowledge and Comprehension

In the final round of interviews, the majority of the SUCN ISs gave themselves higher marks on “knowledge and comprehension”. They also showed a deeper understanding of and reflections on knowledge, such as ways of thinking and values that need to be developed through interactions with cultural others. The following sections illustrate how the SUCN ISs had acquired the “required knowledge” stated in Deardorff’s (2006) model, for instance, language, cultural knowledge, and self-awareness.

First of all, the ISs’ cultural and linguistic knowledge was developed through the teaching content covered in the degree programme. As Zoe recalled, specified teaching content was designed for ISs with the express purpose of enhancing their language abilities, such as “listening and speaking” and “reading and writing”:

It’s different having class with Laos students... We present our culture and festivals to each other... and have dialogues, in Chinese, so the language ability developed a lot.

(Zoe, UG, BCLL, Korean)

In addition, cultural knowledge was also delivered through textbooks and in the tutors’ discourses.

I learnt some things from the textbooks because the text of our language courses, sometimes, introduces aspects of Chinese culture and daily life... such as visiting a Chinese friend’s home and going to the supermarket. (Whitney, UG, BCLL, Korean)

I developed my understanding of Chinese and other cultures through the introduction by tutors. Some of them have been abroad, so they shared their experiences with us.

(Samuel, PG, MTC SOL, Laos)

Additionally, the SUCN ISs suggested that their intercultural interactions, either in and after classroom, had raised their own cultural awareness, an important factor listed under the “knowledge” element of Deardorff’s (2006) IC model.

Whenever I talk to people from other countries, I get to know something new and different from my own culture. I think I have learnt quite a lot from the conversations with others. (Whitney, UG, BCLL, Korean)

* *Cultural knowledge from social interactions*

In addition to in-class interactions and discussions, Margaret also thought her expanded social circle contributed to her knowledge development. She spent 80% of her time with Chinese, including classmates from her programme and local colleagues she met when working part-time as a Korean teacher in a language school. In addition, 10% of her time was also spent with her classmates from other foreign countries, such as Malaysia and Lao.

Margret developed her Chinese language and gained more cultural information at the same time through frequent intercultural communication with cultural others.

Yes, I can get more information through talking with them. We have more chats when having meals together. The content of our chats is more focused on sharing our cultures with each other. For example, I know more Chinese festivals now. (Margret, PG, MTCSOL, Korean)

There are also alternative ways for SUCN to provide more interaction opportunities for ISs, such as the language partner project mentioned in chapter 6. This is also a typical example of how institutional efforts at internationalisation can contribute to ISs' IC development. As the ISs noted, there were additional methods that encouraged communication among students. As Leo revealed, in addition to face-to-face communication with other students, they were using social media apps such as Wechat:

Wechat is very popular in China now. I use it to contact my friends in China every day. (Leo, UG, BCLL, Lao)

**** Immersed learning and living in the host culture and observation***

In addition to the delivery of knowledge in lectures and classroom interactions, the SUCN ISs also shared their experience of gaining knowledge from simply living in the host country. A specific example was shared by Orlando, a postgraduate student from Pakistan who was studying on the English taught programme at SUCN. Knowing little Chinese, he was taking all the classes with ISs with Chinese tutors. He revealed how he gained cultural knowledge through observation:

I am very good at observing, and I can learn from that... in supermarkets, in the street, everywhere. Since I am living in China, I gain knowledge about this country every day, and its people and its culture. (Orlando, PG, CLBM, Pakistan)

In summary, key sources, such as “textbooks”, “tutors and other students’ sharing”, “communication” and “observation” were referred to in the SUCN ISs’ development of knowledge. Therefore, it is clear that the ISs’ learning experience at SUCN contributed significantly to improving their language proficiency and also cultural knowledge of either the host country or other countries.

7.2.3.3 Subtheme 3: Skills

According to the SUCN ISs’ shared experiences, they automatically considered their language proficiency as one of the typical “skills” listed in Deardorff’s (2006) IC model. It was with this in mind that they gave higher marks for their developing skills in “listening and speaking”.

Similar to the approaches to gaining cultural knowledge, the SUCN ISs considered an immersive learning environment as the main resource for them to develop their language skills.

Because we are now in China... also in the aspect of listening... every day we listen to Chinese, even when we are watching films or TV. So the listening skills increased a lot and I can understand others more when we communicate in Chinese. (Samuel, PG, MTCSOL, Laos)

The language environment provided by school and the learning environment as well... because I am living in the local place as an international student, so the development happens every day. (Peggy, UG, BCLL, Laos)

However, the “skills” listed in the Deardorff’s IC model are not only limited to linguistic ability. More importantly, the model emphasises the skill of observing different cultural phenomena, interpreting, evaluating, and relating them to his/her own culture (Deardorff, 2006).

I like observation, because I can learn from others by observing them. But I don’t know if my skills have improved or not. It’s too hard to say. (Orlando, PG, CLBM, Pakistan)
I don’t know. I can’t think of any examples of it [skills in observing and interpreting]. (Ruby, PG, MTCSOL, Malaysian)

Accordingly, the SUCN ISs had difficulty evaluating themselves, as they were unable to recall specific approaches required to develop these skills. The reason might be that they considered observation skills as vaguer and less measurable skills compared to language skills. Their language skills continued to improve due to the immersive language environment they found themselves in.

7.2.3.4 Subtheme 4: Desired internal outcome

The majority of the ISs considered their improved adaptability and flexibility as a natural development while studying at a foreign university. More specifically, they shared a common opinion that they would adapt to intercultural interactions with cultural others, and become more flexible in intercultural communication by virtue of the fact that they were studying at a foreign university for a relatively long period of time.

I think it’s quite natural, as I am studying here. I gradually adapted to studying here in China, and every aspect of life, including cross-cultural communication. (Samuel, PG, MTCSOL, Laos)

However, underpinning the “time” factor, there were actual interaction experiences. For example, the SUCN ISs repeatedly mentioned factors such as “more contact with Chinese friends and other friends” and “doing activities together with Chinese students”, all of which occurred while they were studying at SUCN.

In addition, they acknowledged that their improvements were mixed across the indicators of “attitude”, “knowledge” and “skills”. Key words such as “positive attitude”, “know more culture” and “better understandings” were mentioned repeatedly during the interviews. For example, Leo gave himself a higher mark on “adaptability and flexibility towards intercultural communication” because:

I am more adapted to chatting and becoming more voluntary and taking the initiative. In this term, I learnt a lot. Yes, the focus in this term turned to knowledge (was opportunities to communicate in last interview). (Leo, UG, BCLL, Laos)

Accordingly, the ISs had continued to develop in the desired internal outcomes, because they were living and studying at a foreign university for a lengthy period of time. They linked the internal outcomes closely with the previous three factors and considered the internal outcomes to be an effective result of the development of those three factors.

7.2.3.5 Subtheme 5: Desired external outcomes

In their reflections in the third round of interviews, all the participants acknowledged development in the “external outcomes” of their IC and agreed specifically that the previous four elements of the IC model worked together to contribute to this positive external outcome.

More specifically, the “requisite attitude” was commonly considered as a foundation for “external outcomes” and “knowledge” was treated as initially important to one’s “appropriate behaviours” in “effective” intercultural communication.

I had higher standards of effective communication when I gained more cultural knowledge and developed the skills. For example, I started a conversation with a Lao student about their local festival because I learnt the name before. (Margaret, PG, MTCSOL, Korean)

The knowledge let me to know how to communicate with them. (Ruby, PG, MTCSOL, Malaysian)

In the process of reviewing the ISs’ external outcomes of IC development, the participants expressed further demands for “activities”, such as “more opportunities to communicate”, “more frequent interactions with students from other countries” and “more activities held by the school”. However, the ISs indicated that the current activities were not adequate for them to see further development.

[Your expectation?] Opportunities to have more communication with other students, but these opportunities were not provided by [the] school, it depends on our own initiative. (Leo, UG, BCLL, Laos)

The SUCN ISs remarked that it was rare for activities to be held by tutors or for SUCN to provide opportunities to meet and interact with cultural others. As a result, undergraduate students who only had classes together with other ISs (such as Leo and Zoe), found that their social circles had not changed, since most of the people they communicated with were the same people.

Additionally, Samuel suggested that effective communication should be developed via “activities” that allowed them opportunities to “observe”, “communicate”, and “develop”. These activities also required more effort on behalf of the university as an “organisation”.

Development depends on attending activities... held by [the] school... gaining more Chinese cultural knowledge... activities such as travelling together because in this process we can keep communicating. (Samuel, PG, MTCSOL, Laos)

Additionally, the SUCN ISs suggested that an online platform to communicate and interact on would aid their IC development by providing a wider range of interactions from any place at any time. As mentioned above, the modern world offers more modes of communication for students, such as social-media. In addition, as Margaret suggested, SUCN could provide “an information platform” where the ISs would be able to obtain updated information from the university and administrative staff. Such a communication platform would also benefit ISs’ IC development.

Also related to IC, on this platform, we could post things and also communicate with each other. (Margaret, PG, MTCSOL, Korean)

To sum up, the ISs believed that the four factors dealt with here worked together to contribute to the development of the desired external outcomes and they had experiences of this development accordingly. They also tried to share their opinions on those factors which influenced their development in those four areas. However, since few opportunities for intercultural interactions had been provided by SUCN over the previous 10 months, they shared their *expectations* rather than *experiences* of developing their IC. To develop further, they, therefore, required institutional support, such as more activities and an information platform which would provide them with opportunities for intercultural interaction. In fact, the SUCN ISs’ personal development revealed in this section is also closely related to their learning and living experiences, which also touched on elements of the IHE framework. Further discussion on the relationship between these two subjects will be presented in chapter 8.

7.3 ISs’ reflections on IC development at NEUK

The following sections present the interview data related to the ISs’ self-reflections on their IC development at different stages over their 1-year degree programmes at a UK university.

7.3.1 Stage 1: The early teaching weeks

By the time of the first round of interviews at NEUK, the participants were just 2 weeks into their degree programmes. As a result, they had more expectations of than reflections on personal development (including IC development) during their 1-year postgraduate study at the British case university.

The concept of IC was introduced in the discussion of the ISSs' experience of being international in which they shared their expectations of having interactions with cultural others. The following sections explore the NEUK ISSs' initial self-evaluations of their IC and their further demands for personal development, as based on their early learning and living experiences at the case university in the UK.

7.3.1.1 Subtheme 1: Requisite Attitudes

First, positive requisite attitudes were reflected on by the NEUK Iss, as they suggested that their expectations of studying at a British university went beyond getting a degree certificate in an English-taught programme. Moreover, they expected to have communication with British students and students from other countries, which suggested an extremely positive attitude towards intercultural communication and an understanding of such interactions as an integral part of "studying at an internationalised university".

If my studying and living here are internationalised, I will have more communication with non-Chinese students. I mean, those from other countries... And regarding our study, we will have more communication with them, so we may know them better.

(Kevin, PG, TESOL, Chinese)

Furthermore, the NEUK ISSs considered holding a positive attitude, such as respect, openness, and curiosity, as the basis of one's IC.

Yes, I agree with this [attitude as a basis of one's IC], and I am very curious about everything. I am the kind of person who starts a topic when I meet people because I don't like the situation in which two people meet but stay silent. In terms of respecting others' cultures, I think I am very good at this. (Amy, PG, TESOL, Chinese)

Accordingly, the ISSs started their degree with a positive attitude to intercultural communication and expected to obtain far more than a degree qualification from their studies at NEUK.

7.3.1.2 Subtheme 2: Knowledge and Comprehension

Regarding the knowledge sections of students' IC, the NEUK ISSs distinguished British culture from other cultures automatically when they were evaluating their understanding and knowledge of culture as typical aspects of the knowledge element.

In terms of British culture, I think I know just a little of that, while it gets much better when regarding cultures in other countries, like Chinese culture. (Isabella, PG, TESOL, Thai)

I gained lots of knowledge by studying here in just 2 or 3 weeks, such as the culture in Thailand, and in Germany. However, when it comes to British culture, I think [my knowledge] is quite limited. (Amy, PG, TESOL, Chinese)

Accordingly, it is clear that Amy believed that she would be able to gain cultural knowledge through studying at the case university. Moreover, as Harper stated, the ISs' demands for personal development while studying at NEUK contained many inquiries related to:

Gaining more knowledge about other cultures, and particularly British culture. (Harper, PG, TESOL, Saudi)

Based on their positive attitudes, the ISs expected to acquire cultural knowledge of other countries, especially Britain. Studying at a British university was considered a way to obtain such knowledge.

7.3.1.3 .Subtheme 3: Skills

In terms of Deardorff's (2016) "skills" (the ability to listen, observe, interpret, analyse, evaluate, and relate) required in intercultural communication, participants at NEUK gave diverse self-evaluations according to their original IC status in the first round of interviews. There was a common position that their knowledge of English language limited their skills in interpreting intercultural communication.

I didn't have enough capacity to communicate with local people, maybe because my English is poor. (Harper, PG, TESOL, Saudi)

Two other participants indicated that they felt nervous when they communicated with local people due to a lack of language proficiency:

I am always very nervous when picking up a phone call in English. I don't know how to speak with them. (Amy, PG, TESOL, Chinese)

There was once when I was in Tesco and I wanted to buy some bakery material but I didn't know how to name it in English. When the staff came to help, I couldn't tell them my problem. I felt really embarrassed. (Kevin, PG, TESOL, Chinese)

It is noticeable that the NEUK ISs did not offer any direct self-reflections on either their skills of observation or interpretation at this stage due, they believed, to their limited language proficiency.

7.3.1.4 Subtheme 4: Desired internal outcomes

Regarding the internal outcomes, the NEUK-ISs suggested that they needed time to settle down and get accustomed to communicating as ISs studying in the UK.

Despite all this, I don't feel I am settled yet because everything is totally new to me.

(Fiona, PG, TESOL, Saudi)

The adaptability for me as an IS is not only about language competence. More important is learning to get rid of my previous thoughts about [foreigners] and to embrace different cultures. (Grace, PG, TESOL, Chinese)

Additionally, the NEUK ISs considered their internal outcomes in terms of their attitude towards intercultural interaction. A typical example was revealed in an interview with Jane:

In recent days, my attitude is extremely negative towards communication with cultural others. I am a bit tired of the communication as I realised that it does not mean anything.

So I am not willing to communicate with them now. (Jane, PG, TESOL, Chinese)

In Jane's view, she lost her adaptability immediately when her attitude towards intercultural communication became negative. As the ISs had just started their studies, their internal outcomes were at the rudimentary stage. However, attitudes were identified as playing a crucial role in further developing their internal outcomes.

7.3.1.5 Subtheme 5: Desired external outcomes+

In their self-reflections on external outcomes, the NEUK ISs used terminology from Deardorff's IC model, such as openness and attitude. For instance, when Isabella provided an example of appropriate behaviour as effective communication, she said:

In the communication, I am always friendly and open. I am reachable, and I speak a lot.

(Isabella, PG, TESOL, Thai)

Doris suggested the importance of having a positive attitude during interactions.

Having a positive attitude is what I am doing. As my English is not very good, my knowledge and comprehension is not profound. I still feel that my behaviour is appropriate since what I present in front of people is a friendly attitude. The people I am interacting with can cope with me, and we can have pleasant and effective communication. (Doris, PG, TESOL, Chinese)

When asked for their opinions on possible approaches to assist ISs to develop their IC, the NEUK ISs agreed that NEUK should provide more support for them to communicate with local British people. As Kevin put it:

Activities and events held by the school would be good. (Kevin, PG, TESOL, Chinese),

which suggests that intercultural learning does not automatically take place when students are placed in multicultural groups (Carroll & Ryan, 2005). The NEUK ISs indicated that group work was problematic, as the relationship between HSs and ISs may be superficial if their interactions are just limited to academic contexts such as seminars. Their perception and experience of a superficial relationship echoes some of the existing literature on mixed national group work at university (Spencer-Oatey & Dauber, 2017), as intercultural experiences are complex, multifaceted, and dynamic (Kimmel & Volet, 2012, as cited in Spencer-Oatey & Dauber, 2017, p. 222).

Accordingly, the ISs who demanded more cultural knowledge were encouraged to take part in more social activities and, thus, to get to know British and other cultures. The reason for proposing “more communication” as a solution was that the ISs, based on their personal experiences so far, considered communication with classmates from other cultural backgrounds, either in or after class, as an effective way to gain cultural knowledge and a deeper understanding of other cultures.

To sum up, the ISs’ demands for personal development while studying abroad, in terms of their IC development, were initially focused on improving their English language proficiency. They also required more workshops delivering cultural knowledge, as well as activities that would expose them to other cultures, especially British culture. These interview findings informed the following two rounds of interviews and indicated that further investigations were required regarding the ISs’ personal development processes, as well as a detailed examination of the university’s efforts with regard to this aspect of their ISs’ learning.

7.3.2 Stage 2: Four months into the programme

By the time of the second round of interviews, the participants were almost 4 months into their degree programmes. Consequently, they were able to offer more careful reflections on their IC development. Generally, as a result of their IC development, the NEUK ISs felt that communication with cultural others in the UK had become easier and more positive than it had been at the beginning of their degree programmes.

More specifically, after sharing their thoughts about their acquisition of academic knowledge and skills, such as skills gained from “the international curriculum and teaching content”, the NEUK ISs also reflected on other aspects of personal development that can be related to IC development, such as English language proficiency, cultural knowledge of the host country, tolerance, and cross-cultural communication skills. The following sections explore their reflections on their IC development and offer thick descriptions of follow-up experiences and stories of being international which they shared with the interviewer.

7.3.2.1 Subtheme 1: Requisite Attitudes

In the second round of interviews, the majority of the participants at NEUK acknowledged that their IC had developed in terms of their positive attitude towards cross-cultural communication.

The multicultural environment lets me get to know many cultures and peoples, which makes me more tolerant and respectful of others rather than judging them with my own culture and values. (Fiona, PG, TESOL, Saudi)

Regarding the attitude involved in cross-cultural communication, I think my tolerance increased... Well, still with a bottom line, but I won't be that extreme as before when considering a problem. (Grace, PG, TESOL, Chinese)

In addition to the curiosity about and openness towards other cultures revealed in the first round of interview findings, the NEUK ISs also suggested that they had a growing tolerance towards cultural others and valued cultural differences. This shift is a clear sign of the development of positive attitudes towards other cultures.

7.3.2.2 Subtheme 2: Knowledge and Comprehension

Regarding the “knowledge” element involved in IC, the majority of ISs thought that they had gained more cultural knowledge and that this had contributed to their IC development during their past 4-months at NEUK. They commonly saw teaching content, in- and after-class communication with cultural others, and immersed learning and living experiences in the host city and country as approaches to gaining cultural knowledge.

More specifically, the relatively “internationalised” teaching content of the curriculum was recognised as delivering intercultural values, skills, and knowledge. For example, some participants recalled tutors’ attempts to refer to different national contexts in class, with a consideration of students’ various cultural backgrounds.

In class, tutors asked us to introduce the English teaching situations in our own countries... We shared with each other ... There are students from various foreign countries, like Saudi Arabia, Thailand, and Vietnam, and so on... That provided us with information of other countries, very interesting (Betty, PG, TESOL, Chinese).

In addition, NEUK ISs also reflected on their progresses in cultural knowledge acquisition through after-class communication and interactions with students from other countries. These communication and interaction opportunities were mostly related to academic tasks, such as group work and seminars.

We spent much time doing group work together. When we get tired, we changed the atmosphere, and get some coffee, have a rest for a second, and come back to work. After the group work, we hang out, but not so often (Harper, PG, TESOL, Saudi).

The expanded social circle shared by NEUK ISs helped them to gain further knowledge and skills related to intercultural communication.

By hanging out with students from other countries, I feel more relaxed and gained more cultural knowledge of their countries, such as Chinese (Fiona, PG, TESOL, Saudi).

More communications with local people and further engagement in the local community and society (through social activities, for example) also contributed to their knowledge development. Such social activity could be things like volunteering in local communities.

In this term, I attended more activities. For example, I went to do the volunteer works with [a] local society last week. I had nice communications with local people and gained more knowledge than only from lectures (Kevin, PG, TESOL, Chinese).

From these shared experiences and opinions, it is clear that further involvement and the experience of living with the local community also contributed to ISs' personal development of IC. The experiences recounted above helped them not only to gain extra cultural knowledge, but also to adapt to cross-cultural communication.

7.3.2.3 Subtheme 3: Skills

In addition to acquiring cultural knowledge, participants in the second round of interviews perceived their improvement in language proficiency as a distinct development in the "skills" section of IC. Most of the participants considered their improvement in English proficiency to be a significant achievement of personal development during their first few months' studying at NEUK.

Even though the skills in Deardorff's IC model do not refer to language skills, the ISs considered language skills (English in this case) determined their ability to observe and interpret. Various academic activities were provided by university, such as lectures and in-session language courses, helped them to improve their listening and speaking skills during their first 4 months' studying at NEUK.

I feel so happy that now I can understand most of the local people's words, excluding the very strong Geordie accent, of course. I think I have better skills to interpret others (Kevin, PG, TESOL, Chinese).

Get used to listening and speaking in English on the phone. It is no longer a problem for me now (Amy, PG, TESOL, Chinese).

These skills were also developed through frequent in- and after-class group work. As some participants reflected, they developed their listening ability through attending lectures in each module.

There are always discussions in class, also, we spoke a lot, with students from other countries. I felt more able to express my opinions in English now and also in social interactions. I have better listening and observation skills now (Grace, PG, TESOL, Chinese).

Accordingly, language skills were considered the prerequisite skills for observation and interpretation. Thanks to the in- and after-class activities at NEUK, ISs had improved their language skills and their IC skills (observing and interpreting) also improved simultaneously.

7.3.2.4 Subtheme 4: Desired internal outcome

After 4 months of studying and living at a foreign university, ISs had developed in terms of all of the three factors mentioned above. As found with the SUCN ISs, internal outcome was considered a result of the development of requisite attitudes, knowledge and comprehension, and skills.

Now I am communicating with them (HSs), more bravely (Betty, PG, TESOL, Chinese).

Previously, I was always hesitating when I need to [be] proactive a dialogue with people from [a] different country. Sometimes I would just give up. But now, I get used to ask the local people some information, and thus have a brief chat with the locals (Kevin, PG, TESOL, Chinese).

My communication with cultural others turned to be more natural, no matter if we are sitting in the same classroom, or when we meet in an event. We would chat with each other. I am not as nervous as before (Jane, PG, TESOL, Chinese).

Accordingly, with the development in their knowledge and skills, ISs were more relaxed and confident within intercultural interactions. Amy suggested the reasons for increased adaptability originated from the development of language proficiency and opportunities to observe.

It can be interpreted as I am more confident than few months ago. But there is another aspect, that is when my language improved, and I observed more on how people communicated with each other, I got to understand what to do, and was able to keep myself in a status of [being] adapted to the communication (Amy, PG, TESOL, Chinese).

Thanks to the development of their IC in terms of their requisite attitude, knowledge and comprehension, and skills, and especially the development of their language proficiency, ISs become more adaptable and flexible when communicating with cultural others after 4 months in the UK.

7.3.2.5 Subtheme 5: *Desired external outcome*

When ISs felt more relaxed during intercultural communication, they could focus on specific aspects during the communication, such as behaving appropriately. Since, after just 4 months, ISs were still fairly new to the foreign environment, they could barely recall any instances of such behaviours. However, they did give careful consideration to this issue and shared their opinions about how they would now behave differently as a result of the knowledge and skills they had gained over the last few months.

I think I would be... (more appropriate), for instance, when I get to know their culture, I would, in terms of behaviour, I think I would pay attention to my behaviour and consider if my behaviour would be inappropriate to these people. Then, through the accumulation of cultural knowledge, I am surely presenting this through behaviour (Cecilia, PG, TESOL, Chinese).

While enjoying the internationalised learning and living experiences at NEUK, ISs also indicate their further demands related to IC development. Generally, their demands can be generalised as having more activities organised by the university and staff. As Elaine and other participants stated:

I am expecting more activities organised by [the] school, just like the Christmas party held before, our classmates, I gained something from communicating with others in events like that (Elaine, PG, TESOL, Chinese).

This comment echoes Deardorff (2012)'s suggestion for institutions and university staff :when she asks: "What are some applications of this intercultural competence framework for international educators?" More specifically, since intercultural competence is not a naturally occurring phenomenon, international educators and HEIs must intentionally address the cross-cultural communication at an institutional level through curricular and cocurricular efforts.

Indeed, the after-class communications were not sufficient and satisfying for ISs who, in the first round of interviews, had voiced their desire for more interactions with cultural others, such as "making friends with students from other countries" and "engagement in local society". As one of the participants recalled, he was very active in both in- and after-class discussions at the very beginning of the programme. He also attended an extra class discussion group and expected to have more communication with students from other countries, including "the only one home student in our programme". However, he indicated in his second interview that it was very difficult to have more contact with the home student, as they did not have the chance to meet at all.

After four months of immersed learning and exposure to various cultures at a foreign university, the NEUC ISs had developed in all five elements of IC. Considering ISs' IC development as a filter to evaluate the operationalisation of internationalisation, Deardorff (2014) suggested that, in order to develop intercultural competence in students, a more comprehensive and integrated approach, rather than the random, ad-hoc approaches that often occur at our institutions, was called for. Therefore, the ISs' final-stage evaluation and reflections on institutional strategies to develop students' IC should also be considered as a typical indicator of HEIs' efforts on internationalisation. Consequently, the qualitative data from the third round of interviews reflects the students' thoughts in this area and are presented in the next section .

7.3.3 Stage 3 The end of the taught part of the PG programme

The third round of interviews was conducted in June 2015, when the NEUK ISs had just completed the taught part of the degree programme and started their individual research project. They were asked to conduct a self-evaluation of their IC status at that time. Generally, after having studied at the British case university for 10 months, they judged themselves to be more intercultural competent.

More specifically, drawing on the elements in Deardorff's (2016) model, the participants shared their personal experience of IC development and demonstrated the sources and factors which they believed had contributed to these developments. In support, they offered examples and details of what they had experienced in the months since their last interview. The following paragraphs present their self-reflections in each of the five elements in Deardorff's (2016) IC model.

7.3.3.1 Subtheme 1: Requisite Attitudes

Regarding the "attitude" element of IC, a majority of ISs gave themselves higher marks than they had in the last interview, which indicated that they perceived themselves as having developed a more positive IC attitude during their 10-month sojourn at NEUK..

Respect others. And also, trying to understand and tolerate other cultures, such as Muslim. I hope to get more understanding of them (Cecilia, PG, TESOL, Chinese).

I feel more open to other cultures, such as how they do everything, I am curious, and I appreciate their culture (Harper, PG, TESOL, Saudi).

As for the factors that led to these developments, NEUK ISs initially suggested their own motivation to develop IC was an important factor which showed self-motivation of getting to know other cultures through studying at a foreign university.

Because I am here to learn (Harper, PG, TESOL, Saudi).

Harper's motivation was consistent with the opinion held by previous interviewees that when she said she was expecting "to know other cultures, especially the British culture" while studying at the case university. In short, students who were more self-motivated to know other cultures and expected intercultural communication were more likely to develop "openness, empathy, tolerance and curiosity", which are categorised as "attitude".

In addition to self-motivation, the knowledge gained from learning and living at NEUK also contributed to participants' more positive attitude towards intercultural communication.

Yes, like trying to understand different cultures, and to discuss and evaluate. Learning in terms of gaining more knowledge and value (Doris, PG, TESOL, Chinese).

On the contrary, while holding the same opinion that attitude increased from "pleasant cross-cultural interactions", NEUK ISs in the third round of interviews also suggested that "unpleasant experience" of intercultural communication could result in decreased attitudes.

Because of the disappointment, I am no longer as curious as before, because of disappointment (Fiona, PG, TESOL, Saudi).

When considering IC development as a whole, NEUK ISs commonly agreed that the attitude element played a fundamental role in their IC. For example, Kevin suggested that a curiosity and willingness to have intercultural interaction was the very first step in his IC development.

Attitude would firstly decide everything. If you are not agreed with something from inside, then it's hard for you to develop (Kevin, PG, TESOL, Chinese).

Similarly, other participants, such as Isabella, also recognised "the requisite attitude", i.e., "to respect, to tolerate, and stay curious", was the foundation for her development in IC.

To sum up, ISs possessed continuing positive attitudes about other cultures and intercultural communication, which contributed a lot to their further development in other aspects of their IC.

7.3.3.2 Subtheme 2: Knowledge and Comprehension

A vast majority of participants at NEUK marked themselves as having developed IC after the nine months of studying and living at the British case university. They recalled a few detailed experiences of gaining local cultural knowledge, as they had by then had more opportunities to meet local people and get involved in the local community. For instance, Cecilia shared her experience of how she became familiar with a British student in her class through after-class activities and what she gained from the interactions.

We know each other from a friend's birthday party, after that we are in frequent contact.
Yes, since he is British, he helps me to learn more British culture and my English ...
interactions with classmates on Facebook, etc. (Cecilia, PG, TESOL, Chinese).

Elaine shared a similar opinion that interaction with local people helped her to gain more knowledge.

The knowledge came from communicating with people when you are travelling, have more communication with local people, and they introduce you something new (Elaine, PG, TESOL, Chinese).

As a final reflection on development in knowledge and comprehension, the knowledge involved in IC, while largely focusing on cultural knowledge, was expanded to a wider image of "cultural awareness of our own culture" during the past few months' interacting experience. For example, Grace suggested that in the classroom discussion,

When introducing the Chinese teaching reality to classmates from other countries, I firstly had to reflect on our own situation, so that I can present it properly... This is sort of self-awareness I think (Grace, PG, TESOL, Chinese).

Kevin also exemplified how his self-awareness grew during the process of interactions.

When I heard or saw something different during the discussion or interaction, I would think about it, and it was in this process, I scrutinised our own culture as well, to connect... (Kevin, PG, TESOL, Chinese).

To sum up, ISs' knowledge continued to develop after several months of learning and living at NEUK. They gained new knowledge from various sources, such as classmates and even people they met while travelling. One area in which they showed major improvement was in their self-awareness of their own cultures, which would help them to further develop other aspects of their IC.

7.3.3.3 Subtheme 3: Skills

In the previous interviews, ISs had considered language skills the prerequisite skills to develop the "skills" factor. As ISs had made a major development in their language skills during the intervening months, they no longer considered language proficiency to be so important. Alternatively, they saw the approaches to developing intercultural skills as overlapping with those of gaining knowledge. For example, ISs at NEUK reflected that "listening" and "observing" in the intercultural interactions were also typical ways to obtain knowledge and that their listening and observing skills were developed through these actions at the same time.

Knowledge was gained when we have more interactions with students from other countries, such as going out shopping with them, and listening to their opinions more...

to listen more, and to observe more, while we are doing something together (Elaine, PG, TESOL, Chinese).

Through the imitative communication with cultural others, I think I developed the skills of observation, and to listen. Also, in this process I gained more cultural knowledge at the same time (Cecilia, PG, TESOL, Chinese).

On the other hand, a lack of “positive attitude”, such as being unmotivated to learn the local culture, might result in decreased skills. For instance, one of the participants did not want to observe or even care about the cultural difference between UK and his home country.

As I know I am leaving soon, I am really focused on what’s happening later.

Development in IC is not a kind of priority of my study here. So I don’t think I have developed in these skills (Vincent, PG, TESOL, American).

It is clear from Vincent’s discourse that, with a less motivated attitude, he had not developed his IC in the areas of observing, interpreting, and analysing skills over the past few months’ studying at NEUK.

NEUK ISs considered their IC development as a cyclic process with “knowledge”, “skills” and “attitude” impacting each other, while “attitude” was still considered as the foundation of IC development (See Figure 7.3).

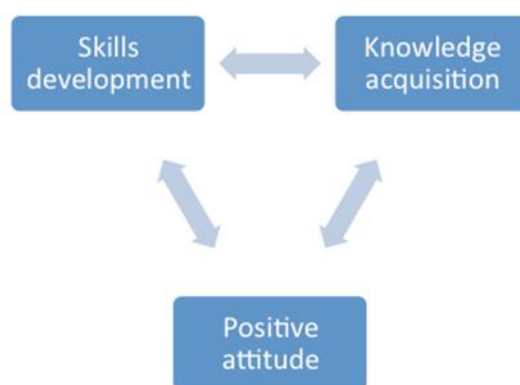


Figure 7.3 The cyclical process and impact of knowledge, skills, and attitude.

7.3.3.4 Subtheme 4: Desired internal outcome

Regarding the internal outcomes, the NEUKISs gave themselves slightly higher overall marks in their last interview, which indicated that most of them acknowledged their slightly improved IC during the intervening months.

The data from the third round of interviews show that the ISs’ IC development can be found in the following two aspects. First, ISs adapted themselves to intercultural communication.

I gradually get used to the ways of thinking and communication. And overall, I quite enjoy it (Harper, PG, TESOL, Saudi).

Secondly, ISs suggested that after being enrolled in a degree programme for over 10 months they became much more accustomed to the forms of communication in the multicultural classroom at NEUK.

Their culture is freedom and equality... so it's really a challenge for Chinese students like us... first of all, I am quite nervous, and didn't dare to speak with others, being afraid of making mistakes, but after a period of time, I get used to it, so it's alright (Amy, PG, TESOL, Chinese).

In general, ISs had improved their adaptability slightly in both formal and informal intercultural communications.

7.3.3.5 Subtheme 5: Desired external outcome

In terms of the external outcomes, NEUK ISs also considered that they possessed increasingly appropriate behaviour in intercultural interactions, even though they sometimes held different opinions to cultural others.

... Smile to them, even though didn't agree with them. Now I have developed language to have more appropriate communication with them (Isabella, PG, TESOL, Thai).
I am more able to keep calm and listen to others, and also I am more willing to understand other people (Doris, PG, TESOL, Chinese).

Additionally, they also indicated that they had improved their ability to conduct effective communication with cultural others by switching between communication styles and methods. They also suggested that language knowledge and ability played an important role in the development of their effective communication.

but still... it's the way of expression... we have differences, so I would adopt another expression and say that again... that related more to my language knowledge, the problems of applying... (Betty, PG, TESOL, Chinese).

In terms of approaches and the sources of these developments, either internal or external, NEUK participants suggested they were all related to the frequent interactions with cultural others and were also the joint results of the development in the three elements discussed above, namely “attitude”, “knowledge” and “skills” (See Figure 7.4).

I think the external outcome is also a development in ability, in the process of communicate with others (Doris, PG, TESOL, Chinese).
The adaptability... naturally developed after learning for a long time here... I have more communication with classmates, friends from different countries (Harper, PG, TESOL, Saudi).

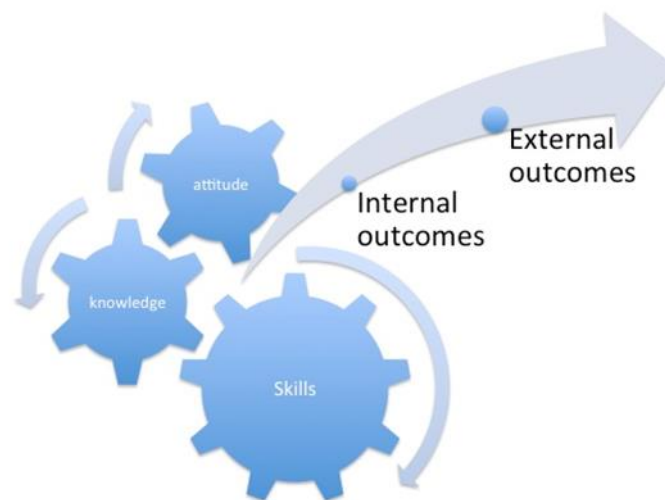


Figure 7.4 Elements impacting internal and external outcomes of IC

In the discussion of the cyclic process of IC development in knowledge, skills, and attitude, NEUK-ISs continued to share a common opinion that the internal and external outcomes were also based on the development of these elements. For instance, Vincent commented on the pyramid model of IC (Deardorff, 2006) as follows:

Three elements, the bottom three (attitude, knowledge, and skills), are the things you need to develop, to get, in order to get upper. After getting these, it's much easier to get external outcomes (Vincent, PG, TESOL, American).

More specifically, NEUK ISs also exemplified how positive attitude enabled them to have behave more appropriately during communication.

At that time, I am quite nervous, and didn't dare to speak with others, being afraid of making mistakes. I think I am getting used to the interaction, and feel free to start a conversation (Amy, PG, TESOL, Chinese).

Examples were given of how language ability (knowledge and skills) development contributed to effective communication (external outcomes).

I think the external outcomes are also based on a development in language ability, in the process of communicating with others (Doris, PG, TESOL, Chinese).

Something related to the language ability, the way of expression... we have differences, so I would adopt another way of expression and say that again (Betty, PG, TESOL, Chinese).

In addition, NEUK participants also highlighted the university environment and staff's efforts as other factors which contributed to their improved IC. For example, staff's appropriate behaviour was considered as a good example of how ISs could improve their IC.

Tutors are encouraging everyone to tolerate different opinions, so they encourage me too (Kevin, PG, TESOL, Chinese).

Because of their openness and attitude, the university staff behaved really well in this aspect. That's a good example for our students (Elaine, PG, TESOL, Chinese).

Additionally, activities organised by NEUK provided ISs with more opportunities to interact.

The university and student unions still offer activities, so that we can travel together... (to develop the skills) ... participate in more activities to increase the knowledge and experience of intercultural communications (Elaine, PG, TESOL, Chinese).

To sum up, this section demonstrated NEUK ISs' IC development when they were interviewed for the third time at the British case university. Participants provided detailed self-reflections on their IC development in each of the five elements involved in Deardorff (2006)'s IC model. Furthermore, by sharing their learning and living experiences, NEUK-participants illustrated how their IC had developed while studying in a multicultural learning environment as ISs.

7.4 Summary of ISs' IC development overtime

In summary, this chapter presented qualitative data from individual interviews, with a focus on ISs' experience of IC development while studying in the two case universities. More specifically, the participants conducted self-evaluations on their IC status and any changes in it. In addition to focusing on the ISs' general IC development, the interviews tracked their development along the IC elements in Deardorff's (2016) model. These included attitude, skills, and knowledge. The following subsections demonstrate their perceptions of their IC development throughout their ten months of study at the case universities.

7.4.1 A summary of SUCN-ISs' reflections

First, in the initial round of interviews, SUCN-ISs expressed their positive attitudes towards cross-cultural communication along with their worries about their lack of language proficiency and cultural knowledge. At that time, the ISs had just started their degree programmes so their IC development was limited. The interview findings, however, represented their demand for it. Apart from the cultural knowledge they gained from the modules, they expected to attend more activities organised by the university. They also felt that they were isolated and ignored in most of the activities. As a consequence, SUCN-ISs expected to have more cross-cultural interactions with HSs through activities.

After four months' studying at SUCN, ISs shared more examples to suggest that they made major progress in the development of IC. First, most of them stated that 4 months' intensive learning in class and constant interactions with HSs had greatly helped improve their Chinese proficiency, which they regarded as big development in IC. Secondly, ISs provided examples

of gaining cultural knowledge through both teaching contents and group discussions, which represented how ISs developed their language and cultural knowledge through an internationalised curriculum offered by the university. Additionally, they also developed their requisite skills through the international learning environment and regarded themselves as more confident and appropriately behaved in communication. Therefore, the multicultural environment on campus had positive effects on ISs' IC development. However, ISs also shared some unpleasant experiences when they were isolated and ignored in activities, which lowered their attitudes and influenced their IC development. Consequently, ISs expressed their demands for interactive teaching methods which could help them to interact more and develop their IC. ISs' shared experience on their understanding and development of IC was based on their reflections, which, in turn, could indicate the influence of institutional efforts, such as teaching contents, teaching methods and activities.

In the third round of interviews, ISs compared their IC development scores from the first two rounds of interviews against the five elements of IC and provided detailed approaches to IC development using their living and studying experiences. More specifically, some ISs were clearly biased against certain cultures and showed curiosity and respect after more interactions with other ISs. The ISs had also developed their knowledge through learning in class and social interactions in the immersed learning environment. They highlighted institutional efforts, such as teaching content, more group work opportunities, and teaching methods changes that had taken place since the second term, and which offered them more chances to interact with students from different backgrounds and gain cultural knowledge.

Additionally, ISs had extended the scope of their skills from listening and speaking to observing and interpreting, a development which they attributed to their immersed learning experience. ISs acknowledged the importance of communication to their IC development so they expected the university to organise more activities to promote intercultural interactions.

Since ISs were immersed in a different culture 24 hours a day, experiential learning could take place not only in the classroom, but also in everyday interactions. Hopkins (1999) argues that students not only learn about another culture, but also about themselves. "When students go abroad, they inevitably find themselves looking inward as well as outward, reconciling their views of themselves and their cultural assumptions with the new cultural context" (Hopkins, 1999, p. 4). ISs coming to study at SUCN were immersed in the cultural context created by SUCN. The findings presented above, thus, provide empirical evidence to answer RQ3 when reviewing the influence that university efforts have on ISs' IC development.

7.4.2 A summary of NEUK-ISs' reflections

Similarly, NEUK-ISs also conducted very detailed self-reflections on their attitudes, skills, and knowledge and provided several examples to support their opinions in the three rounds of interviews. As described in Figure 7.5, their reflections became more detailed as their understandings of IC elements deepened.

In the first round of interviews, ISs had expressed their positive attitudes towards cross-cultural communication and their expectations of relevant opportunities, because most of them regarded it as a major reason for studying abroad. However, they were also worried about their English proficiency and believed that a lack of language skills would hinder their cross-cultural communication. ISs differentiated British culture from other cultures and expected more workshops and lectures to deliver more cultural information on it.

All the ISs indicated development in all the five elements in the IC model to some extent in the following two rounds of interviews. For instance, ISs emphasised a growing tolerance towards cultural others and valued the cultural difference, even though some of them had some unpleasant experiences of cross-culture communication which lowered the attitudes. They provided all kinds of examples to indicate that they obtained cultural knowledge from teaching content, communication with other students, and the immersed living and studying environment of the host city. The multicultural learning environment and internationalised curriculum guided by the institutional strategies of internationalisation were regarded as two important characteristics in their IC development and ISs emphasised them during the reflections on both skills and knowledge. For example, in the third round of interviews, ISs repeatedly mentioned in the first round of interviews that NEUK organised several activities to provide them with more opportunities to interact with other students and that these had fulfilled their expectations of being international. Therefore, ISs' IC development process could potentially be used to evaluate the operationalisation of internationalisation at NEUK.

The shared experience of ISs' IC development in this chapter provided several well-targeted suggestions on future internationalisation strategies and its operationalisation. For example, ISs repeatedly emphasised their lack of opportunities to engage with HSs and demanded more intercultural interactions. To fulfil ISs' demands, future internationalisation strategies could include promoting intercultural interactions for ISs, such as organising more social activities. Additionally, specific examples of how in- and after-class interactions influenced ISs' knowledge and skills in IC development provided a method whereby to examine institutional efforts of internationalisation. Therefore, the empirical study indicated the importance of the ISs' voice.

In expressing a desire for further institutional support, ISs also saw a clear link between IC development and the internationalisation process at both universities. Undeniably, after three rounds of interviews focusing on ISs' learning and living at an international university and in which specific topics on internationalisation and IC were integrated, it is very possible that participants were "coached" to become more sensitive towards the concepts of IC and internationalisation. However, since their deeper understandings of these two concepts and the particular suggestions all originated from their own experiences of "learning and living in the multicultural environment", ISs' perspectives and practical suggestions are still meaningful in terms of the design of this investigation.

The rationale of evaluating institutional operationalisation of internationalisation has already been discussed in the chapter of literature review, and the framework proposed as the theoretical foundation is shown below (taken from chapter 2).

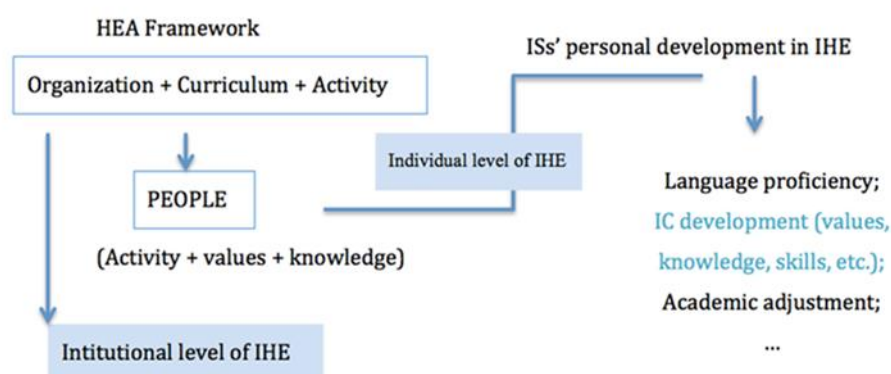


Figure 7.5 Internal links between internationalisation and ISs' personal development in IC

A further discussion on the internal link between ISs' IC development and institutional strategies and operationalisation of internationalisation will be discussed later when the third research question is answered.

Chapter 8 Discussion

8.1 Introduction

This study focuses on institutional approaches to internationalisation and their impacts on ISs' IC development at two HEIs. The previous three chapters (chapters 5 to 7) have presented the qualitative findings of the two parallel case studies in China and the UK, which tracked ISs' behaviour against each research question and provided a discussion of each finding in relation to the research focus. This chapter provides a detailed discussion on each of the three research questions (relisted below) and the implications for the operationalisation of internationalisation at the institutional and individual levels. Although the documentary and empirical data have been analysed and presented as basic findings to answer these questions, this chapter provides further detailed discussion of the findings and their implications for the operationalisation of internationalisation at the institutional level. Therefore, this section addresses the research questions with empirical evidence based on key theories and the relevant literature in the field of IHE and IC. To recap the research questions:

- 1) How is internationalisation conceptualised and operationalised at the two case universities?
- 2) Do ISs' academic and social learning experiences at the two case universities meet the institutional goals of internationalisation, and, if so, how?
- 3) To what extent could the institutional strategies of internationalisation influence ISs' IC development?

To address the first research question, each case university's international strategies were analysed according to the six elements of IHE presented in the HEA (2014)

Internationalisation Framework. However, the elements of this IHE framework cannot encompass the internationalisation approaches of each case institution and answer the research questions at both institutional and national levels in a broader context. Therefore, Knight's (2004) multi-level framework of IHE, specifically at the national and institutional levels, is also adopted and referred to as a key theoretical framework in this discussion chapter.

Similarly, discussion of the third research question - the institutional impacts on ISs' IC development - is based on empirical evidence and more than one theory in different but relevant fields. For instance, Deardorff's (2006) IC model served as an underpinning theory as it suggested five elements for ISs to reflect on the status of their IC at each stage of their studies in the case university. At the same time, recent research findings of IoC and intercultural interactions were also integrated into the discussion, considering the necessity of

further scrutinising institutional strategies of internationalisation. While recognising the impact of the curriculum contents and pedagogy on ISs' IC, a number of ISs reflected that the support and activities provided by the universities had also contributed to their IC development.

In addition, "the central role of university staff in HEIs' internationalisation process" was repeatedly emphasised throughout the interviews as an important institutional factor which affected ISs' IC development. This finding is considered a practical indication for future studies of IHE and ISs' IC development, and is thus presented and discussed separately at the end of this chapter.

8.2 IHE approaches in China and the UK: the conceptualisation and operationalisation of internationalisation

Two internationalisation approaches were identified based on the documentary data collected through fieldwork at both locations, and subsequent interviews with ISs provided complementary information for the conceptualisation and operationalisation of internationalisation in practice. As suggested at the end of the previous data presentation chapters, a further discussion on the internationalisation approaches is presented here to illustrate the approaches at each case university and answer the first research question. In accordance with Knight's (2004) framework of IHE, this discussion also considers the national context as one of the key factors which leads to different approaches to and paths of IHE, since "cultural, administrative, curricular, and often political differences must be understood and effectively considered in any IHE studies" (Altbach, 2013, p.153). Detailed analyses and discussions on both case universities' institutional internationalisation efforts were conducted with reference to the previous literature and studies in these areas, giving particular consideration to the two different national and regional contexts of HE development.

8.2.1 Conceptualisation and operationalisation of internationalisation at SUCN: a "top-down" approach

This section provided a discussion on the internationalisation approach generalised from the case university in China based on the qualitative findings revealed from both fieldwork and the interviews.

8.2.1.1 A "top-down" approach to internationalisation

The key features of the conceptualisation and operationalisation of internationalisation at SUCN revealed a "top-down approach" with four linear paths (see Figure 8.1). The following

paragraphs demonstrate the four tiers and explain how they were derived from the empirical study.

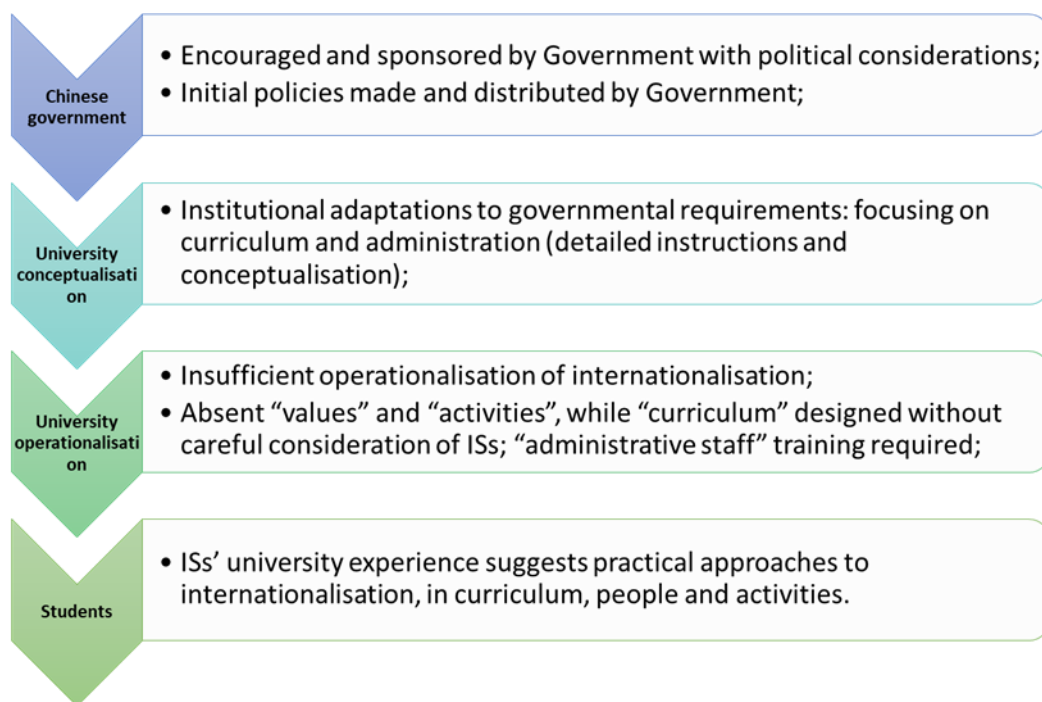


Figure 8.1 Top-down approach of internationalisation at SUCN

Tier1: China’s central government sits in Tier 1 as it sets the guiding policies for internationalisation practices at SUCN and sponsors the majority of the institution’s international projects. For instance, the fieldwork findings presented in Chapter 4 showed that a majority of the key official documents related to internationalisation collected from SUCN were distributed by the Ministry of Education (MOE) and Hanban (Confucius Institute Headquarters), both of which are authorised departments of the Chinese government dealing with international education affairs. Universities (including SUCN in this study), as declared in these guiding documents, are required to plan and operationalise the internationalisation process at the institutional and disciplinary level according to the listed requirements of the Chinese government, including political considerations and an increasing emphasis on cultivating international talents.

Additionally, SUCN’s main focus on building an internationalised university through overseas branches is also part of the government’s strategic plans to promote international education. It is the Chinese government who conceptualised and initiated SUCN’s internationalisation process and also determined its development focus on the institutional internationalisation process. The conceptualisation of internationalisation at SUCN can thus be regarded as the conceptualisation of IHE as guided by the central government. In addition to the conceptualisation in terms of documentation, the Chinese government also initiated the

internationalisation process by granting and sponsoring international projects and other cooperative programmes, including the overseas campuses. Accordingly, it is therefore reasonable to conclude that efforts in both the conceptualisation and operationalisation of internationalisation at SUCN *start from the Chinese government*.

Tier2: SUCN's conceptualisation of internationalisation within the scope of institutional documentation comes just after the Chinese government in the top-down approach. In this phase of IHE, SUCN responds to governmental requirements and guidance by taking a series of official documentation actions, including the adjustment of curriculum design and administration issues, which are closely related to ISs' learning and living experiences. In this process, the impact of the central government is significant as the majority of these actions are made with "a few adjustments according to the MOE's guidance and the institute's current situation" (SUCN, 2014b). Therefore, the first two tiers of the internationalisation approaches at SUCN reflect an essential and fundamental characteristic of its internationalisation process, namely the Chinese government's central role in the conceptualisation and operationalisation of internationalisation. A further discussion on this fundamental characteristic will be presented below (see 8.2.1.1) in relation to previous studies and knowledge of Chinese IHE.

Tier3 is where the operationalisation of internationalisation at the *institutional* level becomes central. As explained in the methodology chapter, ISs' perspectives and experiences as shared through the interviews were adopted as the main technique to gain insights into the institutional level of operationalisation of internationalisation policies and practices. However, the ISs did not recall many experiences of internationalisation according to the interviews. During the three rounds of interviews, ISs taking degree programmes at SUCN noticed limited institutional practice of internationalisation that they could benefit from. More often, the ISs reflected on an "insufficient" operationalisation of internationalisation, offering many examples including in-class learning and after-class communication with administrative staff. Therefore, the shared experiences of the operationalisation of internationalisation were different from the expectations of SUCN, either in its mission statement or other institutional documentations focusing on internationalisation.

In particular, the ISs pointed to an absence of "values and activities related to internationalisation" in their learning and living experiences. On one hand, the ISs' learning experiences shared in the first two rounds of interviews reflected their further need for the IoC, as they suggested that the teaching contents were not carefully designed with international considerations in mind and the teaching methods were "not internationalised". At the same time, the interviewees emphasised the need for the development of the staff's

international awareness and ability, particularly administrative staff, as they had endured a number of ‘unpleasant experiences’ in communicating with them. Based on the reflections of the ISs, their limited understandings and experiences of internationalisation were located at the bottom of this linear approach. More detail can be found in Section 8.3, which addresses the second research question.

Tier 4: At the end of this linear approach, the ISs were neither actively involved in the development nor the operation of internationalisation. Firstly, they believed that they were seldom informed of the concept of internationalisation on campus and themselves had vague ideas of and a hesitant attitude towards the concept of internationalisation. Secondly, they shared their limited experiences of the operationalisation of internationalisation when reflecting on their one-year studying and living at SUCN.

Although the ISs were located in the last tier of SUCN’s internationalisation approach, they are still an important part of the process. For instance, ISs’ academic and social learning experiences honestly and directly reflected the operationalisation of IHE at SUCN. Moreover, generally in the field of internationalisation studies, the students’ voice has received increasing attention (Jones, 2009). For instance, Jones and Caruana (2011) acknowledged and learned from students’ perceptions of internationalisation in their study of what internationalisation means for students’ learning experiences. They suggested that HEIs and policy makers should pay more heed to their students’ experiences of internationalisation because doing so can provide a reference point for the enhancement and development of the international experience for future students.

While internationalisation begins with an institutional vision and mission, it combines many institutional practices which require systematic assessment as an integral part of curricular reform, faculty development, international student recruitment, and student and faculty exchanges in support of learning abroad (Weber-Bosley, 2011). ISs’ experiences, opinions and suggestions for an internationalised university (developed over time and covering both the IoC and staff development issues), if considered carefully, can inform the future development of internationalisation at the institutional level. The ISs’ expectations of an internationalised university shared in the final round of interviews suggested that ISs were seldom actively involved in the operationalisation of internationalisation at SUCN, resulting in vague conceptualisations of internationalisation among ISs.

In sum, the internationalisation process at SUCN is here explained through four IHE tiers, with two characteristics identified. The following paragraphs explain how these two

characteristics were generated from the empirical data and how these findings contribute to IHE studies in the Chinese context.

8.2.1.2 The leading role of the Chinese government

The empirical data for this study related to the first two tiers of SUCN's internationalisation approach indicate the leading role of the Chinese government in the conceptualisation of internationalisation. The following discussion explores in greater depth SUCN's IHE operationalisation practice in the national context of China.

Prior to this study, the Chinese government's leading role had been recognised and acknowledged by Chinese scholars, who had observed its impact on the nation's IHE processes (Ma & Yue, 2015; Li, 2016). As generalised in Tier 1, it initiated, granted, and sponsored Chinese HEIs' internationalisation practice because IHE in China has for some years been considered strategically important. This is the initial characteristic of SUCN's IHE approach as internationalisation policies and strategies in China tend to be shaped according to available funding streams. More specifically, IHE is considered part of the national administrative system, which is closely connected with the nation's long-term development (MOE, 2010). Chapter 2 (the research context and literature review) introduced the notion that IHE is often emphasised by politicians and government leaders and has been strategically important for national development since the beginning of the Chinese educational reforms and continues to be so under President Xi's current "Chinese Dream" (Pan, 2015). IHE is regarded an essential and multi-faceted part of the Chinese government's development plan.

The role that the Chinese government plays in the Chinese HE system goes beyond the role of western governments, consisting as it does of national design and programme plans, major sources of funding, executive direction, and supervision and regulation (Li, 2016). As China's economy has become increasingly integrated into the global economy, the government has acknowledged the central role of HE on the social and economic development of the nation (Yang, 2004) and has initiated major internationalisation projects in the past two decades.

There is a common assumption that IHE is essentially motivated by profit rather than by other factors such as governmental policy or goodwill (Wadhwa, 2016). However, in China's context, the main institutions' interest in maximising profits is realised in government funding and sponsorship rather than attracting ISs. China's IHE aims at capturing a larger share of the IS market by expanding its international reach in other countries (p.227), thus achieving its aim to establish a worldwide reputation for academic excellence as well as improving economic competitiveness on the global stage (Song & Wu, 2016).

Zhou & Ding's (2011) brief review of the successful experience of world-class universities suggests that there is a necessity to rigorously implement an international strategy. The characteristics of China's IHE, which the case of SUCN exemplifies, is that government policy initiates and determines the entire process of IHE, from sponsoring and setting-up international programmes and branches to setting ISs recruitment standards and providing abundant scholarships and bursaries. In addition to sponsoring international programmes and ISs who come to study at Chinese universities, the daily operationalisation of IHE on campus is also implemented and overseen by the Chinese central government. In China, indeed, the university is a semi-governmental department of the Chinese government. Discussion of this characteristic of SUCN's conceptualisation and operationalisation of internationalisation is critical to any case study of a Chinese HEI. Only by carefully considering the central and leading role of the government in SUCN's internationalisation process can the other characteristic of the country's operationalisation of IHE be better understood.

8.2.1.3 Limited institutional practice and ISs' vague understandings of internationalisation

The other characteristics of SUCN's approach to internationalisation is insufficient communication to ISs about the operationalisation of internationalisation, leading to vague understandings of it on behalf of ISs. Various themes of the operationalisation of IHE have been reviewed previously, reflecting different research preferences and focuses such as international teaching and learning (Ryan, 2013), staff perspectives on transformative internationalisation (Robson, 2011), and IC as a valued attribute of ISs in the context of IHE (Jones & Killick, 2013). In this study, ISs' reflections on and perceptions of internationalisation garnered from ten months of study at SUCN were used as a filter to evaluate the university's internationalisation practices. As key stakeholders in the internationalisation process, ISs' learning and living experiences reflect the institution's efforts to operationalise internationalisation. Their academic and social learning experiences are thus considered empirical evidence which provides the institution with valuable indicators to inform their future efforts on internationalisation.

In the first round of interviews, ISs simply considered the "large number of ISs" as a parameter of SUCN's internationalisation practice, indicating that their understandings of internationalisation were basic. For instance, none realised SUCN's or the Chinese government's efforts to expand HEIs' international impact by sponsoring ISs to study in China, even though the majority of the participants acknowledged that they had received financial support from the Chinese government. In particular, one of the participants admitted that financial support was the main reason he had chosen to study in China. However, none of

the ISs were able to link their sponsorship with SUCN's and the Chinese government's strategy to attract more ISs as part of China's internationalisation development.

The last two rounds of interviews indicated that the ISs had developed their perspectives of internationalisation, realising that they were expecting more and better internationalisation practices, such as international teaching and learning practices and intercultural communication opportunities (see section 5.2.2). However, the perception of internationalisation originated from a lack of satisfaction with learning and living experiences rather than as a result of an effective operationalisation of internationalisation at SUCN. Therefore, their academic and social learning experiences suggest an inadequate operationalisation of internationalisation at the Chinese case university.

It seems surprising that SUCN's international strategies were ignored by ISs since this institution did make efforts to fulfil its mission statement on the operationalisation of internationalisation, such as the "curriculum revolution" which is highlighted by numerous official documents. However, ISs' shared learning experiences during the interviews suggested that more attention needed to be placed on ISs. For instance, the main audience for SUCN's stated curriculum revolution as an IHE practice was largely HSs who were expected to become "international talents" through bilingual taught programmes and the introduction of international perspectives (SUCN, 2014a).

SUCN has specifically adjusted the general discipline syllabus to an international one, namely an "IS syllabus and list of core modules", claiming it as a practice of internationalisation at the institutional level. Hanban's (2013) requirement emphasises the aim of introducing Chinese culture to ISs through Chinese traditions such as calligraphy and paper cutting. Accordingly, the curriculum design should be considered as a practice of the operationalisation internationalisation. However, ISs did not recognise this arrangement as an internationalisation effort because they viewed those modules as mere learning requirements for all ISs.

As noted, a number of participants reflected negatively on their learning experiences in the case university. Comments such as "was isolated in the classroom", "the tutor seems to teach the Chinese students" and "the content is too difficult for ISs like me" repeatedly cropped up in the second round of interviews. According to these comments, it is clear that listing a series of modules for ISs is insufficient to be counted as an aspect of the IoC. The curriculum revolution within the IHE context is likely to remain superficial unless it is designed carefully according to ISs' learning abilities and requirements. More detailed interview findings regarding ISs' learning and living experiences were presented in Chapter 6, while a further

discussion on ISs' experience of being international and how this differs from the SUCN's stated mission and international strategies are presented below (see section 8.3.1).

Along with the limited institutional practice of internationalisation came a vague understanding of it on behalf of the ISs. As presented in the interview findings chapter regarding ISs' perspectives of IHE (Chapter 5), ISs had limited understanding of the practice of internationalisation within the institution. According to the ISs' discourse, neither the tutors nor the administrative staff have introduced them to the university's strategies. While abundant official documents exist setting out the central government's guidelines on the conceptualisation and operationalisation of internationalisation, none of these documents have been made accessible to students. Considering the profound role of China's central government and its executive role in SUCN's internationalisation practice, it is thus understandable that ISs are considered a less important stakeholder than the government in the IHE process. This finding echoes the first characteristic of SUCN's internationalisation approach, namely the preponderant role of the Chinese government (see section 8.2.1.1).

As reviewed in Chapter Two of this thesis, it is timely for internationalisation in China "to meet the new demands of a two-way flow of knowledge and culture between China and the outside worlds" (Hayoe et al., 2014, p.163). There is already a noticeable paradigm shift regarding IHE in the Chinese national context, namely the move from the main stakeholder being the central government to personnel cultivation, including the development of students' international abilities (Pan & Chen, 2005; Liu, 2011, etc.). In this case, the internationalisation approach at SUCN revealed in this study faces a number of fundamental issues, and still have a long and challenging journey ahead (Bi & Huang, 2010).

8.2.2 Conceptualisation and operationalisation of internationalisation at NEUK – a comprehensive and strategy-focused approach

This section discusses the "comprehensive" IHE approach generalised from the case university in the UK based on the qualitative findings revealed in the fieldwork and interviews. Unlike the top-down linear process of internationalisation in the Chinese case university, the conceptualisation and operationalisation of internationalisation at NEUK is a comprehensive approach involving at least three participants (the institute, ISs and research groups) who are fully informed and cooperate effectively with one another. The internationalisation approach at NEUK can be considered both a "comprehensive" and a "strategy-focused" approach because specific institutional strategies were revealed at the institutional level of internationalisation from at least three aspects of daily teaching and learning: curriculum, activities, and organisational support. The following sections

demonstrate the two characteristics of NEUK’s internationalisation approach and discuss how the three participants cooperate with and inform one another during the conceptualisation and operationalisation of the internationalisation process.

8.2.2.1 A comprehensive approach of internationalisation with an emphasis on ISs’ experience

Figure 8.2 illustrates the internationalisation approach at NEUK as a comprehensive, contrasting starkly with the linear approach revealed at SUCN. It is important to demonstrate both institutions’ internationalisation approaches as they reveal the different institutional emphases and thus set out the institutional contexts in which the ISs develop their IC through learning and living experiences.

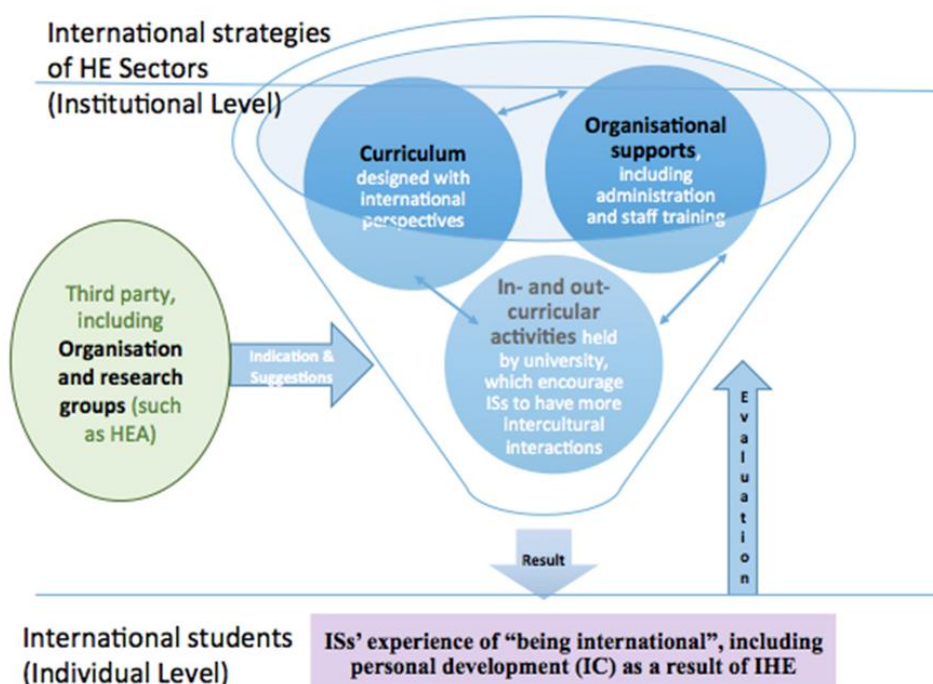


Figure 8.2 The comprehensive and strategy-focused approach of IHE at NEUK

For instance, the conceptualisation and operationalisation of internationalisation at NEUK is not a simple top-down linear process which starts from governmental requirements, as at SUCN. The UK government commissioned Bone Report (2008) called for a paradigm shift in IHE from a recruitment-led activity to internationalisation as a comprehensive partnership activity (Montgomery & Lewis, 2014) which can lead to longer-term sustainable outcomes (Turner & Robson, 2008).

According to the documentary and interview data collected from NEUK, there are three core partners in the IHE approach: the institution, the ISs, and third parties such as research groups and organisations which provide theoretical suggestions for the conceptualisation and operationalisation of internationalisation at the institutional level. The conceptualisation of

internationalisation at NEUK is stated clearly on the university's website, together with the institute's mission statement and strategic plan (see Chapter 4). From these statements and the content under the index of "international study", the operationalisation of internationalisation appears multi-faceted, focus not solely on ISs' recruitment and management, but also a curriculum designed with international considerations, organisational support and services designed for ISs, as well as activities to enhance ISs' living experiences while studying at NEUK. NEUK's operationalisation of internationalisation is generally "student-centred", as each of these strategies and efforts were designed to enhance ISs' international experience.

One of the underpinning reasons for this "student-focused" strategy is the tradition of the British HE system, namely the "ranking system". Every year, authorities, such as the Times Higher Education Supplement (THES) publish university rankings to help students and researchers compare the quality of HEIs and identify the best universities. The student experience is also a vital criterion in generating these rankings. Unlike SUCN, which receives ample funding and ISs' sponsorship from the Chinese government, the internationalisation process at NEUK is largely driven by economic imperatives, leading to a focus on IS recruitment (Olssen & Peters, 2005). As indicated in the literature review (see section 2.7.2), British HE is widely acknowledged as an industrialised educational industry (Woodfield & Jones, 2015). As governmental funding schemes have reduced in number, international activities are largely focused on income generation. In short, with a higher ranking, a British university can attract more ISs.

As one of the top 20 research universities in the UK, NEUK is a "thriving international community of more than 18,000 undergraduate and 6,000 postgraduate students from over 130 countries worldwide" (THES, 2017). In the recent world university rankings published by the THES, NEUK scored 84.9/100 for its international outlook as it has "the strongest global connections and a 'cultural disposition' to think beyond borders" (Bothwell, 2017).

International Student Barometer - overall satisfaction

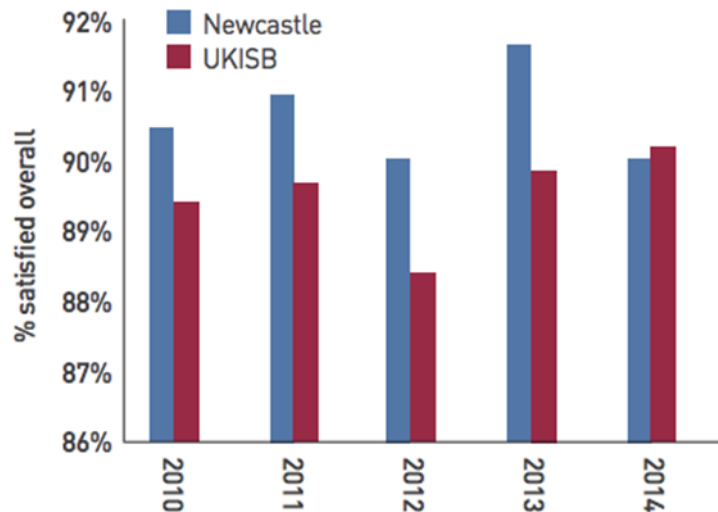


Figure 8.3 NEUK's ISs Barometer on satisfaction

Acknowledging that ISs makes up 29% of its entire student population, NEUK utilises data on ISs' experience and satisfaction in its communications about the operationalisation of internationalisation. The institutional documents identify ISs as a valuable stakeholder in the context of the institutional internationalisation of internationalisation (NEUK, 2016) since the university report specifically emphasises ISs' satisfaction in its performance rankings system (Figure 8.3). In addition, ISs' overall satisfaction is also published on NEUK's website as a key statistic, exemplifying the operationalisation outcome of internationalisation.

ISs' reflections on and evaluation of academic and social learning experiences are considered one of the most important factors affecting the overall ranking of NEUK against other universities, driving the institutional development of internationalisation practices. For instance, in addition to the university report, ISs in the interviews emphasised the importance of their "voice being heard" while studying at NEUK. Apart from in the National Student Survey (NSS) for university ranking purposes, they are also asked to give feedback on each module and evaluate their satisfaction with the university's services. This process successfully creates an opportunity for NEUK to evaluate its efforts in international teaching and learning practice, indicating its focus on ISs' satisfaction.

In contrast, the interviews with SUCN ISs revealed that they are aware of possible ways to evaluate the internationalisation practices at SUCN. However, the fundamental difference between these two approaches is that NEUK takes ISs' voice seriously and considers it an integral aspect of the conceptualisation and operationalisation of their internationalisation strategies, whereas SUCN pays lip service to students' voice.

The research environment provides a further indicator of the conceptualisation of internationalisation, meaning that research staff and research groups are other important stakeholders at NEUK. They have research expertise in teaching, learning, curriculum innovation and cross-cultural communication, which contributes to the conceptualisation of IHE in the UK and the development of frameworks and indicators for IHE commissioned by organisations such as the HEA. For instance, two international researchers at NEUK recently presented their research on international postgraduate students' experiences to inform the work of a university group on internationalisation and taught postgraduate programmes at NEUK (NEUK, 2016).

In sum, the conceptualisation and operationalisation of internationalisation at NEUK is a comprehensive process which involves three major participants, namely the institution itself, the ISs, and the various research groups. The research results of ISs' experiences of internationalisation garnered from the research groups are used to improve ISs' experience. The following sections explore the "strategy-focused" efforts to improve ISs' experience at NEUK.

8.2.2.2 A strategies –focused internationalisation approach

The internationalisation approach at NEUK is considered "strategies-focused", as the operationalisation of internationalisation is a process with specific strategies which directly impact ISs' learning and living experiences. As illustrated in Figure 8.2, the internationalisation strategies are as follows: 1) curricula designed with international perspectives; 2) organisational support, including staff training; and 3) formal and informal curriculum activities held by the university, encouraging ISs to conduct more intercultural interactions. These strategies indicate that the focus of the internationalisation process at NEUK is to provide ISs with an internationalised university experience by creating international curricula and a multicultural learning environment.

The fieldwork findings (see section 4.3.1) suggest that the internationalisation strategy at NEUK was designed with consideration of improving ISs' experience. It is noticeable that practical initiatives such as in-session language courses and visa workshops have been specifically designed to meet ISs' potential requirements. These efforts suggest that NEUK is attempting to move from a symbolic to a transformative enactment of internationalisation (Bartell, 2003 cited in Turner and Robson, 2008).

Numerous studies have discussed the current research focuses on internationalisation, including the calls for the internationalisation of teaching and learning (Sleuthag, 2015) and the development on IoC (Clifford, 2004; Leask, 2009; Brewer & Leask, 2012; Johns &

Killick, 2013; Slethaug, 2015, etc.) as important elements of holistic IHE approaches, and the principles and inclusion of IHE conceptualisation and operationalisation (HEA, 2014). The IoC includes curriculum content designed with international perspectives and pedagogies. An internationalised curriculum requires being culturally relevant and empowering to ISs, whilst also managing to enhance the global dimension for all students (Caruana, 2011). The international strategies at NEUK have achieved this requirement as the curriculum design of TESOL programme possesses international awareness. In terms of the internationalisation of teaching and learning practices on campus, ISs regard this as the institution's formal curriculum activities which contribute to their personal development while studying abroad. Further discussion of this issue can be found in sections 8.3.2.2 and 8.4.1.2, which demonstrate how pedagogy affects ISs' international learning experiences and IC development.

Accordingly, the three types of international strategy covers several aspects of ISs' experience while studying at NEUK and they also echo the main elements and focuses of the HEA (2014) framework of IHE. With contributions from IHE scholars all over the UK, the latest HEA internationalisation framework (2016) also focuses on "curriculum" and "organisation" with the driving principle of "inclusivity" (Figure 8.4).

As indicated in Chapter 5, NEUK ISs are better informed of the concept of internationalisation than SUCN ISs. Further investigation suggests that the "strategy-focused" approach to internationalisation contributed to their conceptualisation of internationalisation over time. As ISs recalled, the initial impression of internationalisation came from orientation events at which a member of staff introduced NEUK as a university with an international reputation and top 100 ranking in its international performance. Additionally, the interview data suggest that ISs' perspectives of internationalisation had developed throughout their time at NEUK as these international strategies were closely related to their daily lives, and information about the conceptualisation and operationalisation of internationalisation was highly visible and could be accessed easily on the university website.



Figure 8.4 HEA (2016) Framework for Internationalising HE (Source: HEA, 2016).

In the case of SUCN, this study has revealed a top-down approach to internationalisation, empirically highlighting the Chinese government’s leading role in the institutional internationalisation process. Previous studies on Chinese HEIs have also pointed to the government’s significant impact on the further development of the HE sector, typically as “a national strategy designer and program planner, major funding provider, executive director, and regulator and supervisor” (Li, 2016, p.47). However, empirical studies that investigate these roles in institutional practices are lacking. This study thus addresses this research gap by exemplifying how SUCN conceptualises and operationalises internationalisation according to the central government’s (e.g. MOE) requirements and following its guidelines.

In contrast, a more comprehensive approach to the conceptualisation and operationalisation of internationalisation were identified at NEUK. The demonstration and discussion on this approach provided empirical evidence as to how an internationally oriented HEI with an outstanding global ranking strategises and fulfils its internationalisation process. Previous studies and research in IHE focus on the conceptualisation of internationalisation and the development of conceptions and theoretical frameworks (such as Knight & De Wit, 1995; Knight, 1997, 2004, 2013; Robson, 2011, HEA, 2014, 2016, etc.), while others address factors such as financial imperatives that have shaped internationalisation strategies (such as Teichler, 2008). Only a few studies have investigated the conceptualisation of IHE based on case studies in a typical HEI. The narrative research findings of NEUK’s specific institutional

strategies of internationalisation in this research provide a vivid picture of the operationalisation of internationalisation at an institutional level.

Additionally, while identifying the main efforts of SUCN's and NEUK's internationalisation strategies, this study has also investigated ISs' perspectives on and experiences of internationalisation. While acknowledging that ISs' voices need to be heard in the internationalisation context (Johns, 2009; Trahar & Hyland, 2011), previous studies have failed to collect perceptions of internationalisation longitudinally. ISs' different understandings of internationalisation over time at both locations are considered further reliable insights into each university's operationalisation of internationalisation at both institutional and individual levels.

Although this research was not designed as a comparative study, it has nevertheless revealed different focuses of IS education in each national context. NEUK's support and services for ISs can be starkly contrasted with the approach at SUCN, where internationalisation efforts were revealed to be "less communicated to ISs". ISs' shared experiences at SUCN suggest that they perceive themselves to be considered in SUCN's linear internationalisation approach. This research finding suggests that it is necessary for SUCN to reconsider its institutional strategies to better support and serve its ISs.

This empirical study thus contributes to the current IHE studies by adding empirical evidence to the body of knowledge in the field and addresses the research gap between IHE policies and actual practices at the institutional level. The following section compares ISs' academic and social learning experiences with institutional goals by reviewing certain internationalisation strategies at each case university.

8.3 Comparing ISs' formal and informal university experiences with institutional goals related to IHE

To address the research question of "Do ISs' academic and social learning experiences at the two case universities meet the institutional goals of internationalisation, and, if so, how?" this section reviews qualitative findings regarding ISs' learning and living experiences at both locations. The fieldwork at each university investigated the institutional goals for internationalisation and compared these against ISs' academic and social learning experiences. The comparison of institutional goals with ISs' experiences enabled the evaluation of IHE operationalisation practice at each case university. The empirical evidence of ISs' experience used in the comparisons emerged from three categories which were presented in Chapter 6, namely 1) international curriculum, 2) multicultural learning environment, and 3) institutional support and help.

Different national contexts and IHE approaches lead to different operationalisation practices. As suggested in section 8.1, different patterns and characteristics of internationalisation approaches must be considered within the specific national context. Therefore, the following findings are discussed with consideration for the unique national context of each case university and supported by former studies of IHE strategies in each country respectively.

Even though most of ISs' comments were positive, a lot of dissatisfaction was about staff's lack of international awareness and institutional supports which indicates ISs' further requirements for IHE operationalisation practice at both locations. A complementary discussion on these requirements is also presented to inform future studies and development of IHE operations.

8.3.1 Institutional goals vs. ISs' experiences at SUCN

According to fieldwork findings (Section 4.2), documentary evidence suggests that various institutional efforts have been made by SUCN to fulfil its institutional goals of internationalisation. The international strategies, such as 1) expanding its international impacts and positioning, 2) cultivating international talents, 3) cultural promotion through recruitment and specially designed syllabus and teaching plan for ISs, and 4) separated administration and management for ISs, reflect the major concerns and goals of internationalisation at SUCN.

With the purpose of reviewing how institutional goals of internationalisation were achieved in practice, the following paragraphs demonstrated a comparison between ISs' academic and social learning experience and the institutional goals (see Figure 8.5 the rationale), as ISs' learning and living experiences provided examples of the factual operationalisation of SUCN's IHE strategies. Presented initially are four sub-sections that scrutinised the SUCN's four main categories of international strategies that concerned internationalising higher education (8.3.1.1-8.3.1.4).



Figure 8.5 Rationale for the comparison between ISs experiences and institutional practices at SUCN

There is an additional part of this sub-section (8.3.1.5), which summarised the four groups of comparison, looked back to the previous studies related to the comparisons, and figured out the underlying reasons based on related theories and previous research results in this field.

It is worth mentioning that the following comparisons are discussed within the specific Chinese national context so that the results could specifically provide an indication of the research context of Chinese universities and to inform future studies in this field. The discussion on how ISs experienced institutional efforts of internationalisation provided a vivid picture of SUCN's operationalisation of its internationalisation strategies. Examples of institutional strategy changes indicate SUCN is situated at a "transaction point" where there is a motivation to change in IHE practices. Since the current ISs have limited experiences on the institutional efforts of IHE development, it indicates a large room to improve for SUCN. Potential institutional practices to further operationalise internationalisation are also presented based on ISs' shared experience and further requirements.

8.3.1.1 ISs benefit from the international impacts and position strategies

Regarding the institutional goals of internationalisation, the fieldwork at SUCN revealed that the institute is focused on expanding its international impact and reputation. Great efforts have been made to expand the international impacts and reputation of SUCN, such as setting up overseas campuses, promoting exchange programmes, and providing scholarships. Even though none of these strategies were specifically designed for IS education, most of the interviewed ISs had benefited from them. Firstly, enhancing international reputation by providing cross-border education and international cooperation is one of the reasons ISs choose to study there. ISs from Lao and South Korea indicated that overseas campuses in their home countries represented the international reputation of SUCN and it was one of the reasons they had chosen to study at SUCN. Therefore, the institutional goal to promote international reputation by providing cross-border education has been partially achieved, as it has successfully attracted ISs to study at SUCN.

In fact, previous studies on IHE in Asia have noted the development of cross-border education and considered it as an important part of the complex process of IHE (Knight, 2014). A number of recent studies have explored how the aspirations of several governments in East Asia to compete globally in HE and knowledge production have forced institutions, students, staff and industry to align themselves with this agenda (Miri, 2015, p.830). Consequently, various Asian actors have established novel initiatives, including partnerships with leading global institutions and the development of education hubs (the third generation of cross-border education), ultimately leading to Asia's growing visibility in the global education

market (Mok & Yu, 2014). This finding aligns with critiques of Knight's (1993) view of IHE as a dynamic process that emphasises the university's core functions of teaching, research and student services. These critiques have shed light on other motivations underpinning the promotion of IHE. In the context of this study, SUCN's motivation to promote internationalisation has been aligned with the international expansion and global impact of its HE sector, as emphasised and driven by the Chinese central government.

However, ISs' learning experiences also imply limitations to SUCN's international expansion. For instance, ISs on undergraduate programmes did not regard their learning experience as "international" due to the lack of diversity of the IS population on these programmes. In contrast to the short-term Chinese language courses, which attract ISs from all over the world, the majority of ISs enrolled on a Chinese linguistics-related degree programme are from neighbouring countries such as South Korea, Japan, Malaysia, India, Laos, Vietnam, and Thailand (Pham, 2015). This indicates that SUCN's international reputation is limited, echoing the OECD's (2013) report which concluded that Asian countries, as emerging education providers, are still limited in their impact on international education because they appeal primarily to students from neighbouring countries.

As was noted when the first characteristic of SUCN's IHE approach was discussed, the institute's efforts were not well communicated to ISs. For example, none of the ISs related their learning experience with the institution's efforts to enhance international cooperation with the United States and Germany even though SUCN had in fact taken significant steps in this direction (see 4.1). Secondly, offering financial sponsorship is regarded as another main internationalisation strategy to expand its international impacts in international education. With the financial support of Chinese central government, SUCN provides abundant funding and scholarship opportunities to attract ISs which indicates the achievement of its international goal.

A majority of SUCN-ISs were granted tuition fee exemption and living bursaries to study at SUCN. Some of the ISs indicated that such financial support was an important reason why they had chosen SUCN over other institutes in other countries. In the first round of interviews, participants who received the sponsorship, such as Orlando on the English-taught programme, acknowledged the funding opportunity was an important factor attracting him to SUCN. Indeed, financial support and institutional efforts through applications for scholarships are the most prominent forms of support ISs shared during the individual interviews. SUCN seems to be extremely active in this regard. For example, one of the ISs in the MTCSOL programme (Margaret) shared how her concerns about financial worries were

removed when university staff helped her to get the “Jiangsu Jasmine Scholarship” provided by the local government.

However, none of the ISs recognised the university’s efforts to obtain governmental financial support. Statistics shows that there are 2,879 HEIs in China, from which only 252 HEIs receive financial support from the government for IS education (MOE, 2016; CSC, 2014).

Indeed, SUCN’s efforts to expand its international impact enable it to be recognised by CSC as an extraordinary HEI in international education. Although the ISs did not acknowledge the efforts SUCN was making to obtain financial support from government, they appreciated and benefited from the funds they received. Such funds reflect China’s recognition of the import of soft power projection via HE. The local provincial government—Jiangsu province, where SUCN is located—set up the Jiangsu Jasmine scholarship to support the “study in Jiangsu” initiative and make it a preferred province for ISs (CSC, 2014). The participant (Margaret), who had failed to meet the requirements of a national scholarship, received this one instead.

In her overview of the Chinese IHE context, Yang (2016) claimed that China faces a number of fundamental challenges in expanding its HE sector as result of historical and geo-political circumstances. By providing more opportunities of financial support, Chinese HEIs are actively promoting Chinese culture abroad. Sub-section 8.3.1.3 demonstrates how SUCN promotes Chinese culture to ISs through specific institutional strategies.

8.3.1.2 ISs benefits from institutional strategies of “cultivating international talents”, although this student group is not the main stakeholder

The second and third categories of SUCN’s international strategies (see section 8.2.1) represent different emphases on each of the specific student groups – HSs and ISs. Regarding the second institutional goal of internationalisation—“cultivating international talents”—HSs were considered the main audience of this international strategy and goal. However, interview findings on ISs’ learning and living experiences (see section 8.2) demonstrated how ISs also benefited from these institutional efforts during their degree programme studies. The following paragraphs compare ISs’ learning experience with SUCN’s international goal to cultivate talented HSs.

Firstly, HSs, with their intercultural awareness developed by SUCN’s IoC strategy, also contribute to ISs’ learning experiences to a large extent. Documentary evidence suggests that SUCN adopted a radical curriculum reform by establishing English language and bilingual degree programmes for HSs. These efforts at the IoC were conceived as SUCN’s core strategy to cultivate HSs into international talents, and have been highlighted in institutional reports as a response to the Chinese government’s requirement and guidelines (see section 4.1.2).

Although originally aimed at cultivating HSs into “international talents”, the subsequent longitudinal interview findings suggest that ISs benefited from the outcomes of these strategies while studying at SUCN.

For instance, ISs on the MTCSOL programme shared how their HS counterparts helped them in and after class whenever they encountered learning difficulties. Their learning experiences in a multicultural learning environment therefore improved as result of the HSs’ developed interaction skills, broadened horizons, and intercultural awareness. In contrast to what was revealed in the British and Australian context, HSs in the Chinese context were described “open and respectful to cultural difference” and “friendly and helpful” by ISs, seen as a positive result of the university’s drive to cultivate greater intercultural awareness in its HSs. The positive attitude of HSs towards intercultural interaction is conceived as a different experience of ISs at NEUK, in which institutional efforts were more noticeable.

Secondly, academic staff development at SUCN’s IoC process also positively impacted ISs’ learning experiences. In the fieldwork, there were two main IoC practices related to academic staff development with the purpose of cultivating intercultural competences in HSs. One was the teaching staff gaining international experience, and the second was the staff conducting research into foreign universities’ curriculum design with a view to learning from it (see section 4.1). More specifically, to enable academic staff to gain international experience, SUCN sent academic staff to cooperating foreign universities annually to lead exchange programmes. These selected teaching staff were thus able to return home with significant insights into overseas living and teaching experience.

SUCN’s efforts at teacher development were originally aimed at expanding HSs’ international horizons and developing their international awareness through teaching practices. However, individual interview findings indicated that teaching staff who had participated in the IoC practice at SUCN turned out to be more aware of cultural differences in class and were capable of teaching internationally, thus benefiting ISs’ learning experiences as well. Indeed, abundant previous studies have suggested the vitally important role of teaching staff in international education and the IoC (Huang, 2006; Gopal, 2011; etc.). In this PhD research project, ISs’ learning experiences were revealed as largely depending on academic staff’s international awareness and international teaching capacity.

For instance, ISs on the MTCSOL programme recalled different types of pedagogy and curriculum contents when comparing learning experiences from the first and second terms. These differences, from the shared perspectives of the ISs, mostly depend on their tutors’ teaching methods. On one hand, unpleasant learning experiences recalled in the first two

rounds of interviews (which focused on the modules in the first term) reflected the traditional teaching methods used and the teaching staff's lack of consideration of ISs' background and learning needs. On the other hand, the teaching staff with overseas experience were often viewed as more sensitive to effective teaching practices with ISs. In the final round of interviews, reflecting on classroom-learning experiences in the second term, ISs appreciated those tutors with international teaching experience and awareness as they managed to deliver appropriate knowledge using different methods, such as group-discussions and target-based learning activities. ISs saw these teaching and learning methods as synonymous with "internationalised". More often, tutors with international teaching experience (such as Dr. Ji) were willing to share their overseas experience with students in class as a material of discussion. Participants on the MTCSOL programme appreciated this shared knowledge and saw them as adding value to their learning experiences. In sum, then, although many efforts at IoC had been designed to benefit the HSs studying at SUCN, the staff development strategies also optimised ISs' learning experiences.

8.3.1.3 ISs' experiences of cultural promotion strategies

Cultural promotion as a main aim of IS education at SUCN is worth discussing since it echoes the key motivation (expansion of national soft power) behind the Chinese government's efforts in IHE development. Among the discussion of ISs' learning experiences of cultural knowledge and contents, there is a noticeable difference between the education of ISs and that of HSs, even in the same programme. The separate cultivation plan and emphasis is considered a defining characteristic of IS education at SUCN.

Sections 4.2 and 8.2.1 noted that SUCN adopted various strategies to promote Chinese culture as a response to the Chinese government's IHE requirements. Under the instruction and guidance of the central government, SUCN's operationalisation practice of internationalisation consist of three practical approaches to cultural promotion, namely IS recruitment, curriculum design, and a suite of organisational activities such as an annual cultural observation trips. The learning and living experiences ISs shared in the interviews partially reflected these practical approaches to cultural promotion at SUCN while further efforts were expected.

a) Cultural promotion required in recruitment guidance

The recruitment standards at SUCN clearly require all applicants (both for admission and scholarship) to have a favourable attitude to Chinese culture (see section 4.1). The fieldwork findings suggested that SUCN took this standard requirement as a practical international strategy to promote Chinese culture as required by the MoE. The Chinese government, as

discussed above, takes HE and ISs recruitment as a practical vehicle to promote Chinese culture and enhance international cooperation in many fields, thereby improving national soft power globally. In this sense, recruiting ISs with a positive attitude toward China and Chinese culture is considered the first step SUCN makes to achieve the goal of cultural promotion.

The interviews findings on ISs' learning experiences reveal that SUCN ISs already experienced the institutional emphasis of cultural promotion during the application stage. For example, participants recalled that they had stated a positive attitude towards Chinese culture in personal statements when applying for the degree programme, clearly aiming to fulfil the recruitment requirements. As reviewed in section 4.1, the application procedure for ISs is to submit documents and a personal statement in which the applicants may state the motivation for studying in China as gaining a deeper understanding of Chinese culture and knowledge.

However, a positive attitude in this regard is not merely an abstract slogan listed in the recruitment standards. None of the ISs challenged this specific requirement to have a positive attitude toward Chinese culture. The participants further expressed their great interest in Chinese culture in the interviews, and considered it as one of their motivations to study in China. Moreover, in the following two rounds of interviews, ISs' learning experiences also revealed that this cultural promotion strategy had contributed to ISs' learning and living experiences, as some of the participants expressed their growing expectation to gain more cultural knowledge by learning and living in the Chinese case university (see sections 6.2.1.1 & 6.2.3.1).

Chinese universities may probably be the only ones who require candidates to declare and clarify a positive attitude toward the culture of the host country in their personal statements when applying for a degree programme. However, this requirement is reasonable if the Chinese national context and the Chinese government's strategic plans regarding internationalisation and IS education are considered (MOE, 2010). The Chinese Government Scholarship Program (CGSP) offers ISs the opportunity to receive a free education at Chinese colleges and universities. The purposes of this programme, according to Dong and Chapman (2010), is to familiarise scholarship recipients with Chinese culture and to build goodwill toward China while assisting the recipients to obtain a HE, conduct research, and receive training in the Chinese language (p.145).

In China's specific context, the "Particularity of Education of ISs" has been affirmed and recognised for decades. The main purpose of IS education, although it falls within the scope of HE, has its own peculiarities (Li, 2005). The Higher Education Law of the People's Republic of China (1998) proclaimed the mission of Chinese HE was "to cultivate high-level

specialized talents with innovative spirit and practical ability, to develop scientific and technological culture, and thus to promote the socialist modernization”. While IS education was conceived as an important part of the Chinese HE system, the mission and aims of IS education are uniquely set with consideration of national development plans and the nation’s path to internationalisation. After analysing the recruitment policy and the education aims of China’s ISs education, Chen (2001) generalised that the mission of IS education in China is to cultivate ISs who come to study into valued talents who know and understand China well and will be sympathetic to the country. It is therefore reasonable to start the ISs experience of being international with a clear emphasis on their positive attitude toward Chinese culture.

b) Cultural content and cultural awareness experienced in learning practices

Secondly, to integrate Chinese culture into ISs’ learning experiences, SUCN set up a specialised syllabus and teaching programme for ISs, with an emphasis on “introducing and delivering traditional Chinese culture through teaching practice”. Traditional Chinese cultural elements, such as calligraphy, national customs and paper cutting, are listed as compulsory modules complementary to the major subjects of Chinese language and linguistics. This arrangement was acknowledged by ISs during the interviews as they noted that their ten-month learning experience at the case university contained a large element of learning about Chinese culture. During the interviews, the ISs perceived their cultural learning experiences as pleasant and useful, and expanded on how they gained deeper understandings and appreciation of Chinese culture in these classes. Some of the participants also reported that they had developed an interest in specific areas of “small culture” and would like to know more about these subjects. The ISs were introduced in detail to Chinese culture on their degree programmes. Even the ISs who were taking English-taught degree programmes were required to take Chinese language and culture as compulsory modules. The emphasis on Chinese culture in the learning experience is unique, as in most of the cases the aim of IHE is to cultivate students’ international awareness and to help them adapt to a rapidly changing global economy. The ISs’ shared reflections indicated that they appreciated their academic and social learning experiences, considering Chinese culture as an interesting and attractive part of the knowledge they gained while studying SUCN. The following paragraphs explore the ISs’ reflections on their experiences of cultural activities and further demands.

c) ISs’ limited experience of cultural observation activities

Regarding another strategy of cultural promotion, a series of cultural observation activities were designed aiming to develop ISs’ understandings of Chinese culture and provide them with an immersive learning experience. More specifically, according to the institutional

strategy of “cultural observation projects” listed in SUCN’s official documents, field trips were arranged to political and cultural centres, such as Beijing and Guilin. These field trips served as “cultural observations”, which met the requirement of the MOE regarding ISs’ cultural education. All the expenses of these trips were covered by the MOE. It was recorded in the fieldwork findings that SUCN ISs enrolled in the 2012-2013 academic year took a one-week trip to Guilin, which they reflected on as a learning experience which immersed them in Chinese customs and culture. The projects are designed to be beneficial for ISs’ development to better understanding and knowledge of Chinese culture. In the form of cultural tourism, the field trips provided ISs with intimate contact with aspects of the host country’s culture, customs, and traditions, and was thus considered an immersive learning opportunity to enhance ISs’ learning experiences (Canfield, Low & Hovestadt, 2009).

However, the longitudinal interviews with ISs on the MTCSOL programme revealed that none of the national sponsored fieldtrips had taken place during their ten-month degree programme. The only fieldtrip shared in the interviews was a local cultural visit to a traditional garden as part of a core module named “Chinese Garden Culture”. The host city is famous for its traditional Chinese gardens and architecture. The ISs regarded the reduced number of cultural observation trips as a disappointing aspect of their student life at SUCN. Two of the ISs, who had developed close relationships with ISs from previous years, assumed that the reason for the reduced number of field trips was a smaller number of ISs enrolled in the current academic year.

However, a smaller number of enrolled ISs also provided unexpected cultural observation opportunities in the form of classroom teaching and learning arrangements. To be more specific, ISs on the MTCSOL programme were arranged to take courses together with HSs as a compromised solution to the small number of ISs. According to the ISs’ reflections in the final round of interviews, most of the participants claimed that the multicultural classroom enabled them to have cultural observations, promoted their intercultural interactions with local Chinese students, and fulfilled their learning experiences of “being international”. As Huang (2006) observed, there is a trend towards moving ISs “from classes or educational structures that are specifically designed and separated from HSs to departments or institutes where they can take courses in the same classes as Chinese students” (p.523-524).

ISs suggested that they became familiar with the thoughts and values of the current generation of Chinese by observing Chinese students in class. They did not only appreciate the traditional Chinese culture of the past, but they were also eager to learn about social culture in the current Chinese society, which they deemed beneficial for ISs’ IC development.

8.3.1.4 ISs critiqued the management practice and required further support from the university

As noted in the discussion of SUCN's plan to cultivate IC in ISs as part of its internationalisation strategies (see section 8.3.1.2), the emphasis was put on the management, differing from what was designed for HSs due to the specific national context. Unlike the standard HE internationalisation, which aims at developing Chinese students' intercultural awareness to make them prepared for the rapidly developing global society, ISs in the context of Chinese HE are considered a special group/stakeholder who play dual role. On one hand, ISs who come to China to study Chinese and other subjects are expected to gain advanced knowledge in a specific area. On the other hand, ISs are unique since they come from different countries with different cultural and religious backgrounds (Cui, 1999; Xu, 2013). The fieldwork findings suggest that SUCN separated the plan to cultivate IC in ISs from the plans for HSs, especially with regard to cultural promotion and "management", with particular consideration of the specialty of IS education in the Chinese context. Reflections by ISs on SUCN's IS management were disappointing because they received very limited support during their studies. The following paragraphs compare between ISs' experiences of "being international" with the institutional administration strategy.

Firstly, a specialised management plan for ISs was revealed from ISs' shared living experiences, typically from the accommodation arrangements (See 6.2.1.2). ISs on both undergraduate and postgraduate programmes live in a separated area away from the HSs. According to the arrangements, where two ISs share a room (compared to 4-6 per room for HSs), it is obvious that SUCN tried to create a more relaxing and comfortable living environment for ISs. However, ISs felt isolated from the community of HSs since they lived in a different campus 30 miles away. According to ISs' reflections, it was thus difficult to interact with HSs after class due to the long distance.

Secondly, SUCN's core practice of its internationalisation regarding the cultivation of IC in ISs involves large amounts of documentation concerning ISs' management and regulations. The documents underpinned detailed procedures and instructions for university staff to carry out daily administrative tasks for ISs, focusing especially on attendance and visa regulations. This is particularly important from the administration's point of view as in the 1950s and 1960s it was common for many ISs to remain in China illegally once their studies had finished (Zhang, 2005). Regarding daily administration, ISs were cross-managed by a number of departments related to education and services, such as the Overseas Education Centre, the IS Administrative Office, and the School of Humanities. Moreover, a "head

teacher” was charged with keeping ISs informed of any upcoming events and carrying out daily administrative work for each programme.

However, ISs did not consider these institutional efforts beneficial to their academic and social learning experiences. On the contrary, ISs on the MTC SOL programme regarded the administration as “chaotic” as it confused them repeatedly throughout their whole degree programme. Many examples were given by ISs during the interviews, suggested that a large gap existed between SUCN’s management plans and ISs’ real lived experiences. ISs’ shared experiences suggest that the chaotic management made them less informed of the university’s activities. Unlike what was revealed at NEUK, the interviews at SUCN suggest that a majority of the institutional administrative documents remained accessible only to staff while ISs may need the information as well. The “head teacher” was the only channel through which ISs obtained administrative information. As a consequence, with so many different departments involved in IS management and administration, ISs still suggested that they were “isolated” and “ignored” by the university’s administration. A typical example of this was the lack of an opening ceremony, induction week, or orientation events for ISs. Instead, they were given two contrasting suggestions: to attend the opening ceremony with HSs (instruction from the head teacher) and to have an orientation separately as ISs (instruction from School of Humanities). It finally turned to be no opening ceremony nor an separated orientation for ISs. Such a situation lends credence to the claims that IS management was disorganised.

Regarding the information system used to manage and inform all students, there is limited information regarding IS education and management and most of the posts were out of date (some themes, such as international education activities, dated as far back as 2010). The only information ISs were given was a student handbook introducing the management regulations for degree programme students, such as attendance requirements. The university website also failed to provide useful information about such things as the visa application procedure and medical insurance. ISs also claimed a lack of support from staff when they encountered problems. They complained throughout the interviews that they did not receive adequate support and even did not know who or which department they should turn to for assistance should they require any. The only support they received was from a Professor Zhu, who took care of ISs “like a grandpa, not a teacher”, with his efforts and initiative recognised as an “individual commitment” to ISs.

Therefore, cultivating ISs with a management emphasis only benefits the university from a management point of view. The institutional goals of providing ISs with better learning and living experiences through specific management failed. Based on these shared experiences,

ISs suggested a number of aspects that SUCN could improve in the future. It was discussed in HS cultivation that academic staff development would benefit ISs' learning experiences. However, little is known about the administrative staff's attitudes to and involvement in the processes of IHE and IS education (Llurda, Cots & Armengol, 2014).

The example of problematic administrative staff such as the head teacher highlights the necessity of training administrative staff to be internationally aware and capable of offering assistance and advice to ISs when they encounter problems while studying at SUCN. As noted in many previous studies, administrative staff are the "face" of a university for ISs, a factor which greatly impacts the level of students' satisfaction (Llurda, Cots & Armengol, 2014).

Another important improvement would be to update the university website so it provides more relevant and up-to-date information. Unlike what was been revealed at NEUK, ISs at SUCN do not have access to institutional support and services on the university website, confirming the fieldwork findings and documentary data. A well-organised and updated university website would serve to increasing ISs' experience of being international. In summary, the goal to cultivate ISs with IC awareness will not be met if SUCN continues to focus solely on management while ignoring the need for support for ISs.

8.3.1.5 Summary

In conclusion, this section has compared SUCN's institutional goals of internationalisation and ISs' academic and social learning experiences over a ten-month period of their degree programme in four aspects (see Figure 8.6). SUCN's institutional goals of internationalisation were firstly identified and generated. This was followed by sections addressing what ISs revealed about their shared learning and living experiences in interviews. Generally, the institutional efforts to expand its international impact have been only partially experienced by ISs. For instance, the participants suggested that they benefited from either IS recruitment or from the financial aid they received. These benefits include the university getting prestigiously qualified to recruit ISs, as well as the setting up of overseas campuses and international cooperation with foreign universities and programmes.

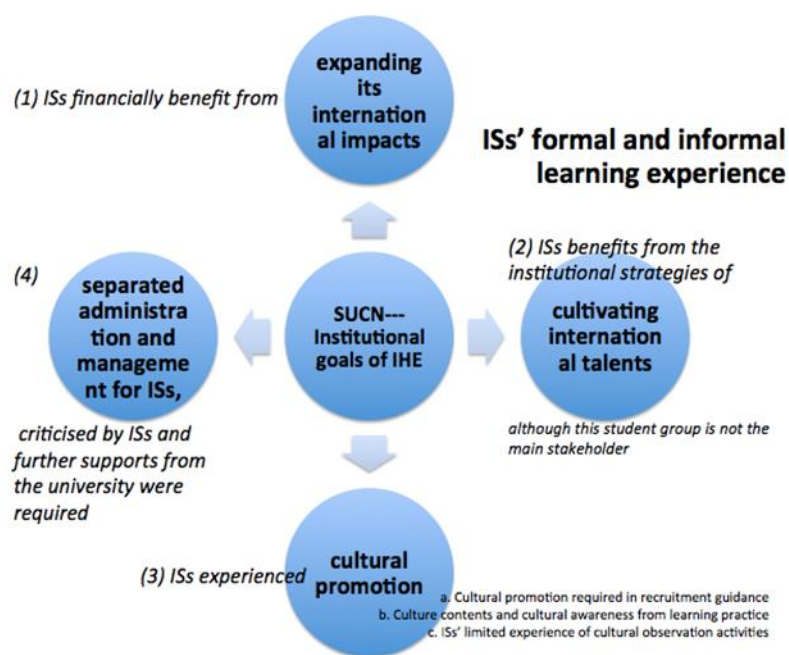


Figure 8.6 Four areas of comparison between ISs' university experiences and institutional goals at SUCN

As discussed in section 8.3.1.1, behind these institutional practices of internationalisation lie more significant IHE efforts at SUCN, such as international research groups and staff development programmes in specific research areas. However, such factors in researching area do not appear to be contributing to ISs' learning and living experiences directly. In terms of SUCN's strategic pathway to "get university students aware of and well-prepared for this globalising world" (SUCN, 2014), ISs' learning and living experiences did not show abundant evidence that this goal is being achieved.

8.3.2 Institutional goals vs. ISs' experiences at NEUK

As with what was revealed from the case study at SUCN, NEUK participants initially saw IHE at the institutional level as a few concepts related to student mobility and the university's international impact (see section 5.3). In fact, some interviewees considered the mere act of coming to study in the UK as an example of IHE operationalisation at NEUK. Three rounds of interviews further explored ISs' academic and social learning experiences over ten months of their degree programme, suggesting more inter-connections with the NEUK's international goals. In addition to the international strategies reviewed in Chapter 4 as NEUK's IHE operationalisation practice, three current strategic objectives (SOs) of NEUK's IHE conceptualisation and operationalisation are stated on the institution's website: "international presence and impact (SO 1); an international experience (SO 2); and consistent university understanding and approach (SO 3)" (NEUK, 2016). Three areas of comparison were subsequently derived from these three SOs (see Figure 8.7).

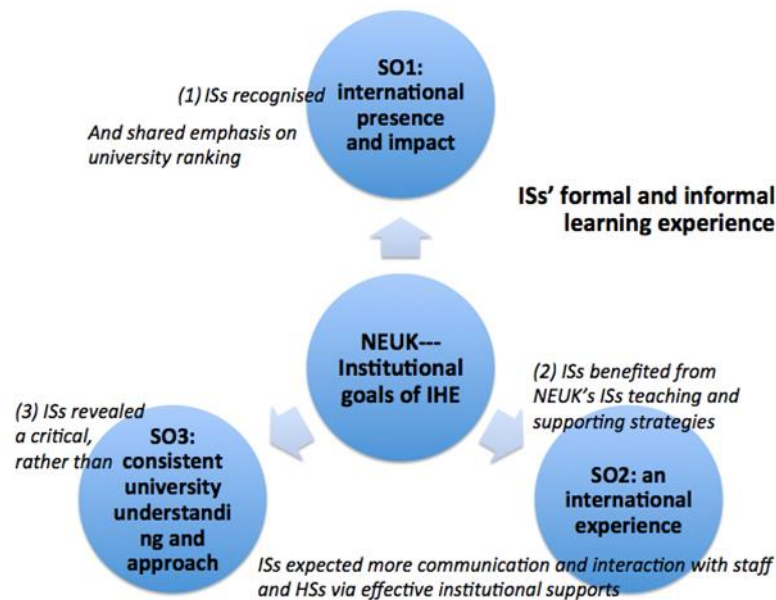


Figure 8.7 Three areas of comparison between ISs' university experiences and institutional goals at NEUK

These objectives clearly reflect NEUK's multifaceted conceptualisation of IHE, covering three dimensions, namely international positioning, international experience, and institutional approaches, providing a clear index from which useful comparisons can be made.

8.3.2.1 International presence and impact has been recognised

As with SUCN, NEUK has also made efforts to expand its international impact and presence, regarding this as the overriding aim internationalisation. More specifically, the university's mission statement on internationalisation claims that the aim is to grow and sustain the university's international reputation, profile and impact through "a small number of high-quality operations and mutually beneficial partnerships and networks of partners that deliver academic excellence" (NEUK, 2016). Achievements on NEUK's efforts to expand its impact in recent years can be found in the university's annual report and prospects booklet and have been generalised in the fieldwork findings (see section 4.2). In general, two types of institutional strategies were adopted to achieve these goals: 1) improving its world university ranking through the development of teaching and research quality; and 2) expanding the university's global reach through two overseas branch campuses in Asia as well as international cooperation and exchange programmes in other areas.

Generally, the institutional strategies of expanding its international impact and presence are recognised and well received by the participants at NEUK. Firstly, they suggested that the ranking of the university was one of the factors that attracted them to study at NEUK. It is widely acknowledged that rankings in the British HE system are produced annually for

students to refer to. The ISs' shared emphasis on university ranking echoed what was discussed in Chapter 4.

8.3.2.2 *Gaining International experience*

According to the first round of interviews, all the participants believed that they were studying in an internationalised university because there were large numbers of ISs on campus (see Chapter 6). According to ISs' reflections in the latter two rounds of interviews, the multicultural campus at NEUK provided them with more opportunities to reach different cultures, thus enriching their learning and living experiences. Discussion on how ISs gained international experience through the multicultural interaction and communication is presented in the following paragraphs.

NEUK's second institutional goal is described as "Enable our students and staff to gain international experience" (NEUK, 2012). According to the fieldwork findings, NEUK has made several efforts to achieve this goal, such as establishing exchange programmes, new curriculum design, and providing various practical strategies to support ISs' learning and living in the UK. As stated in a recent document, the aim is "to attract the world's best academics and students to be part of Newcastle University", to fulfil the needs of developing "the skills to be effective and active global citizens" and, eventually, "to provide an environment which will encourage and support their development" (NEUK, 2016). Therefore, ISs' shared learning and living experiences can be used to evaluate the steps taken towards achieving NEUK's institutional goal of internationalisation and potentially contribute to the improvement of future institutional strategies.

a) ISs benefited from NEUK's ISs teaching and supporting strategies

While NEUK highlights its institutional goals to enable students and staff to gain international experience, the participants provided detailed examples of how these internationalisation strategies benefited and enriched their learning and living experiences in three main regards: 1) university support and service improving ISs' living and learning experiences of being international; 2) teaching contents designed with international perspectives; and 3) various teaching methods providing ISs with more intercultural interaction opportunities.

Firstly, ISs suggested that institutional support such as an orientation week, in-session language courses and informative workshops helped to improve their academic and social learning experiences. For example, all participants appreciated the information and support received during the induction week and believed that they benefited from it throughout their study. Serving an increasing number of students over the last decade, HEIs in the UK aspire

to provide an effective induction for both undergraduate and postgraduate new entrants (Plymouth University, 2014). With an increasing number of ISs taking one year taught programmes, NEUK has taken steps to ensure that new ISs adapt quickly to the environment in which they will spend at least one year living and studying in a dramatically different national culture and context. ISs face not only the same problems and challenges any other students confront during their studies, but added problems arising from cultural and educational system differences (Campbell, 2012, p.206). For example, Edmead (2013) introduced a workshop designed to help ISs' transition process from a "2+2-integrated programme" between China and the University of Bath. Although ISs often demonstrate comparable levels of subject-specific knowledge as HSs, they still require specific support to facilitate their integration into the academic and social culture of the foreign university. Therefore, the experiences of receiving help from a visa team and other institutional services (see section 6.2.1.2) serve as empirical evidence of how NEUK's international strategies relating to ISs' support have directly contributed to ISs having a more positive living experience.

Secondly, the fieldwork findings have revealed a number of international elements are involved in the syllabus and module design at NEUK, showing that various institutional efforts are made to deliver teaching content with an emphasis on international and "other-culture" elements. ISs perceived their learning experience at NEUK as "international" because they have gained cultural knowledge and developed international awareness through a curriculum content designed with international perspectives in mind. They suggested that they gained a broader global perspective through the teaching content delivered by tutors and information shared by cultural-others in the classroom. For example, in one of the group-discussions, they were asked to introduce different English teaching and assessment practices in their own countries. In this exercise, the participants claimed that they gained not only knowledge of the UK, but also knowledge of other countries. As Webb (2005) suggested, internationalising the curriculum "is more radical and refers to the integration of a global perspective to curriculum development". It indicates that curriculum content does not arise from any single culture, but from various sources.

Tutors' discourses in class are considered further evidence of teaching content designed with an international flavour. NEUK-ISs suggested that tutors seldom delivered any knowledge in a specific cultural context. On the contrary, the tutors provided several examples within different cultural settings and encouraged students to think globally and refer back to their own cultures. Therefore, the tutors' performance in a multicultural classroom has a significant

impact on ISs' academic and social learning experiences. As the HEA (2014, p. 3) stated, "Internationalising the curriculum involves providing students with global perspectives of their discipline and giving them a broader knowledge base for their future careers". Certain international perspectives are considered through and integrated into the curriculum design at NEUK though.

ISs suggested that various types of pedagogies they experienced in the ALT programme, including group discussions, compulsory seminars and workshops, provided them with more opportunities to gain and exchange knowledge from different cultural backgrounds, which they regarded as intrinsic to productive intercultural interactions. Such positive feedback, especially regarding "group work" as an efficient way to interact with cultural others, is predictable because "group work as pedagogical tools" was widely acknowledged the easiest way to get students to interact, share knowledge and build the confidence required for self-expression. Therefore, group work as a platform on which to build intercultural relationships and help students to recognise the value of diversity seems a logical step (Montgomery, 2009; Osmond & Roed, 2010; Teaching ISs project, 2011; etc.).

Additionally, "pedagogic variation" is evident at NEUK as an emphasis on differences in academic cultures was widely recognised by NEUK ISs. For instance, through the HEA's (2014) "Teaching ISs" project, the HE sector can help ISs to build reflective cooperation among students. The ISs suggested that the group work they conducted was task-based, involving individual preparation, team-based collaboration and negotiation to reach shared solutions. It is in this process that ISs listen to other intellectual traditions and learn in a transcultural space in a more comfortable and relaxing atmosphere. Therefore, the multicultural learning environment at NEUK, consisting of multicultural classroom and culturally diverse group work, comprises active processes which enhance ISs' learning processes and outcomes.

b) ISs expected more communication and interaction with staff and HSs via effective institutional support

Although such international strategies were recognised and appreciated by the ISs, they also pointed to the necessity of further individual and institutional efforts to promote intercultural interactions in a multicultural learning environment. Firstly, they expected more interaction with tutors. For instance, while appreciating the internationalised teaching contents delivered by tutors in class, several ISs referred to limited interaction with tutors in class due to the large number of students enrolled on the programme. According to the interviews, the ISs

expected more seminars in the curriculum design so that they might have more opportunities to interact with tutors (see section 6.2.3.4).

One reason given for limited IS interaction with tutors in class was tutors' preference for interaction with HSs and native English speakers. For example, an American participant (Vincent) who claimed to have had a large amount of interactions with tutors and had been asked to answer questions more frequently than non-English native speakers. Adjustment of tutors' teaching methods could mitigate this downside regarding ISs' interactions within multicultural classrooms.

Additionally, the ISs' also experienced a number of issues due to a lack of communication with administrative staff. For example, Elisabeth and Harper had unpleasant communication experiences with the education department of NEUK when they were confused about university regulations and the marking system. Instead of trying to help them, the administrative staff simply refused to continue communicating with them without considering their special needs as ISs. Llurda, Cots and Armengol (2014) claimed that the first "face" of the university encountered by ISs is administrative staff, including those who work in schools and departments attending to the needs of the general student body and where staff are "not specifically trained to interact with ISs" (p.377).

However, NEUK's OS2 does highlight the importance of improving staff's international experience. It refers to offering opportunities to all university staff to "enhance their cross-cultural understanding, and where appropriate, international experience that feeds into their research, teaching and administrative best practice" (NEUK, 2016b). Considering the significant number of ISs population on campus, both teaching and administrative practices to support ISs could become areas where staff's international awareness could be raised. Further discussion of the university staff's international awareness and attitudes towards IHE is presented in the next section, which addresses ISs' perspectives on the university staff's contributions to creating a culture consistent with an international university community.

Throughout the three rounds of interviews, ISs shared a common expectation of having more leisure-time communication and social interaction with HSs. In addition to the personal interactions, such as drinking and night-clubbing (6.3.1), ISs expected the NEUK to notice their demands for intercultural communication and cultural exploration and organise more activities for them. They regarded interactions with HSs as an effective approach to gaining cultural knowledge and IC, which was one of the reasons they chose to study in the UK. Although ISs shared their experience of attending activities organised by NEUK, such as Islam Week and the Christmas Party, they believed that these activities were insufficient.

Literally, ISs' emphasis on interactions with cultural others is natural, since previous studies on international education have already indicated ISs' expectations to explore other cultures while studying abroad (Williams, 2005). NEUK-ISs suggested day trips to explore the local culture, which is exactly what SUCN had arranged as part of its cultural promotion programme. In this sense, the two institutions may learn from each other regarding initiatives to develop strategies to enhance their ISs IC.

Additionally, in contrast to what the ISs expected before they came to the UK, they had limited contact with HSs in their life circles and even in the activities organised by NEUK. Instead, there were "lots of Chinese students", so many, in fact, that it sometimes felt as if they were studying in China. It is no surprise thus that they urged more interactions with HSs. ISs experienced this limited interaction over the entire ten months and came to view spontaneous cross-cultural communication on campus as an essential part of their international learning and living experiences. From the perspective of the ISs, it is anticipated that it would be beneficial if more activities were arranged which allowed them to explore the local culture and communicate with cultural others.

On the other hand, NEUK's SO2 clearly stated its institutional goal to enhance students' international experiences, including both ISs and HSs. By organising social and cultural events and encouraging HSs to participate in them, NEUK helped HS to gain international experience. A number of modules such as "internationalising your degree" and the CCC module and programmes are also currently available at NEUK, aiming to raise HSs' IC awareness and prepare them to adapt to the international environment. NEUK (2016b) claims that an internationalisation strategy will:

... value the benefits of our global community by offering our students a choice of opportunities to fostering cross-cultural understanding and equipping our students with the knowledge, skills and aptitude to thrive in an international environment (NEUK, 2016, p.4).

The presence of a large number of ISs is believed to be helpful in creating the sense of an international environment on campus. It is widely accepted that ISs can contribute to the understanding of global issues by bringing different cultural perspectives, philosophies, conceptualisations and skills (Chung, 1993). Similarly, as Leask (2009) claimed, within an internationalised curriculum ISs are valuable contributors of diverse cultural perspectives and experiences, with the potential "to transform the campus and the classroom into a vibrant microcosm of the world" (p.206). Jones and Brown (2007) proposed that ISs lie at the heart of the university as a source of cultural capital and international diversity, enriching the learning

experience, enhancing staff experiences and building a more powerful learning community. However, NEUK acknowledged that HSs were often absent from their attempts to encourage intercultural activities and events, a signal acknowledgement that reflects the lack of classroom interaction. It has been noticed in previous studies of Intercultural Communication in English as a Lingua Franca that during intercultural interactions and IHE process, HSs were mentioned passively due to their reluctance to communicate with cultural others due to the fact that they have “less need to become interculturally competent” (Dewey & Jenkins, 2010, p. 72).

During the three round of interviews, ISs shared their wish to have more communications with HSs and students from other countries. However, such negative experiences as those shared in the interviews are not rare in international education studies. Volet and Ang’s (2006) findings echo this study’s findings that ISs experience difficulties in forming friendships with HSs (Barker et al., 1989; Nesdale & Todd, 1993).

8.3.2.3 ISs suggested a critical understanding of the university’s approach to internationalisation

The SO3 of NEUK’s international strategies is “developing and embedding a consistent understanding and approach to internationalisation across the University (NEUK, 2016).” NEUK described their current efforts as “engaging staff in the development of the strategy, understanding and valuing their contributions and effectively communicating their successes”, noting that:

Our success relies on the activities of individuals, units, schools, centres, institutes, faculties and services, creating a culture consistent with the building of an international University community (NEUK, 2016b).

Section 8.1 discussed how NEUK had made significant efforts to build up a university-wide recognition of internationalisation on campus, including proposing internationalisation as a mission of university prospects and implementing international awareness strategies into teaching and learning practice. Research groups at NEUK have also attempted to raise the staff’s international awareness, as well as refining curriculum design and promoting a series of international events which contrived to improve students’ international participation and awareness.

These efforts had been partially experienced and appreciated by ISs as they positively contributed to ISs’ learning and living experiences on campus. For example, this longitudinal study suggests that ISs’ developmental perspectives and understandings of the university’s internationalisation strategies throughout the three rounds of interviews. As presented in the

interview findings, ISs expanded their understandings of IHE through learning and living in a multicultural environment. Therefore, it suggests that NEUK's IHE objective has been achieved to some extent. For instance, when asked how they had developed their perspectives of IHE, a majority of the ISs pointed to the positive impact of university and tutors' efforts to create a multicultural learning environment through an international pedagogy and the series of events and activities on campus.

8.3.2.4 Summary

To sum up, most participants appreciated the multi-cultural perspectives delivered through the curriculum content and the extra-curricular activities on campus. As Cecilia noted, she realised what an internationalised university should be when she interacted with students from different cultural backgrounds. From the perspective of the ISs, a multicultural community does not simply mean putting students with different cultural background together on campus; interaction is crucial.

The university recognised that achieving the objective of internationalisation “requires us all to be committed to it” (NEUK, 2016 b, p.5), including all university staff, both academic and non-academic. Accordingly, ISs' reflections on NEUK's understanding of and effort at internationalisation are critical. This point is supported by previous studies in “transformative internationalisation”, which claim that it requires a holistic approach in which universities become internationally-minded communities, not simply institutions with ever-increasing numbers of ISs and international activities (MacKinnon & Manathunga, 2003; Volet, 1999).

However, more efforts are required to improve staff's international awareness, with the ISs sharing their negative experiences reflecting a lack of international awareness on behalf of both academic and administrative staff. It alerts the tutors to the need to engage HSs and ISs in a multicultural classroom to generate enhanced awareness of ISs' special needs because their “previous experience may not necessarily have prepared them well” (HEA, 2015).

8.4 Institutional impacts on ISs' IC development

The development of IC has increasingly been emphasised in the field of international education as an expected outcome of the university's efforts at internationalisation (Deardorff, 2006). Successful intercultural interactions are at the heart of what international education is all about (Deardorff, 2009). The HEA (2014, p. 3) defined IC as “knowledge, skills and attitudes that comprise a person's ability to get along with, work and learn with people from diverse cultures”. The question of to what extent IHE contributes to ISs' IC development has been researched by researches in recent decades (Lantz-Deaton, 2017). However, previous

studies have suggested that internationalisation policies could not often translate into practice (Middlehurst & Woodfield, 2007).

In the discussion of ISs' perspectives of IHE, the participants conceived their personal development (such as IC) as at the individual level of IHE, and highlighted their expectations of IC development while studying abroad. The longitudinal interview findings presented in Chapter 7 explored ISs' experiences of IC development while they were studying at a foreign university on a degree programme. Generally, the findings of this empirical study confirm that ISs' academic and social learning experiences, to a large extent, enable them to discover more about intercultural communication and contribute to their IC development across the elements proposed by Deardorff's (2009) IC model. In the final round of interviews, ISs also concluded their IC development experience as a comprehensive process which required great efforts from the host university. However, the degree of development is subjective, as the research here revealed that ISs' IC development at both case universities depends on many factors and requires adequate preparation from the institutions and the staff.

The core question underlying the concept of IC is what it means to interact successfully with those from different cultures (Deardorff, 2009). The literature review revealed that students' IC development is recognised as an emerging focus of HEIs' missions to internationalise (Deardorff & Johns, 2011). This section is set to answer the third research question, namely **“To what extent could the institutional strategies of internationalisation influence ISs' IC development?”** on the basis of interview findings presented in Chapter Seven that explored institutional efforts on developing ISs' IC.

Based on ISs' reflections on IC development as a process in Chapter Seven, the following sections focus on three categories of institutional strategies of IHE which impact ISs' IC development with reference to the five elements of Deardorff's (2006) IC model: attitude, knowledge, skills, internal outcomes (e.g. adaptation) and external outcomes (e.g. appropriate behaviour and effective communication).

University staff's central role in operationalising IHE is presented as an emerged finding of the case studies. The negative experiences shared by ISs shed light on the requirements of staff development, which is also worth discussing. As a result, reflections on and discussion of the staff's impact on ISs' IC development and their central role in IHE operationalisation will be considered in a separate section, a practical contribution of this study to insights into institutional routines of IHE. This discussion is based on a comprehensive analysis of ISs' IC development within the IHE context at the institutional level. This research could therefore

contribute to understandings of the processes of IHE operationalisation with a view to developing ISs' IC.

8.4.1 Three factors affecting ISs' IC development

As noted in the literature review, the concept of IHE is changing. It is increasingly recognised that the intended outcomes of IHE should include educating global citizens (IAU, 2012; Leask, 2015). Furthermore, IC is seen as a new focus of internationalisation (Deardorff and Johns, 2012). SUCN and NEUK are recognised as prestigious universities in their respective countries, with successful track records of attracting ISs. Institutional strategies and efforts relevant to internationalisation were discussed in Chapter 4, among which key themes and actions related to ISs' IC development were considered. For instance, both case universities have developed institutional strategies emphasising 1) transforming students into international talents and developing their international perspectives and awareness (SUCN); and 2) focusing on specific strategies that improve ISs' living and learning experiences (NEUK). Therefore, ISs' IC development outcomes could be adopted as a reviewing standard to evaluate the institutional operationalisation of internationalisation. According to ISs' indication of the positive and negative factors which affect their IC development, three major factors—curriculum content, pedagogy and activities (see Figure 8.8)—emerged from the analysis.

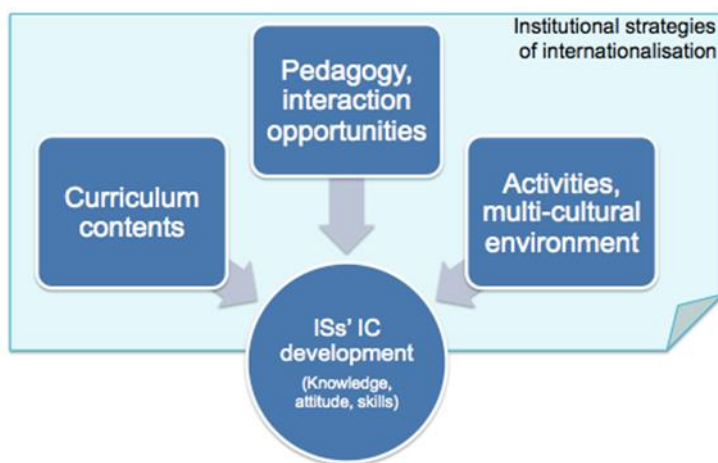


Figure 8.8 Main institutional factors which affect ISs' IC development

The following sections illustrate the ISs' reflections on how these factors impacted their IC development with reference to each element of Deardorff's (2006) IC model and how they are aligned with previous studies.

8.4.1.1 Curriculum content

Curriculum content was the first aspect of institutional efforts revealed from students' interviews to be effective on their IC development. In the discussion of IC development

during the interviews, ISs at both case universities saw teaching content as a primary source of building up their culture-specific knowledge. The sampling in this study is linguistics and foreign language teacher education. Therefore, the curriculum contents are predominantly focused on learners' ability to interact with people from other cultures. IC requires students to be aware of differences and similarities among different cultures and prevent stereotypes or over-emphasis on foreignness (Elola & Oskoz, 2008, p.454). ISs regarded their development in language proficiency as an element of IC through the curriculum content. For instance, the majority of degree programmes at both locations were delivered in the mother tongue of the host country. Even the English taught programme at SUCN comprised a number of compulsory Chinese modules. As a direct result, ISs developed their language proficiency, which contributed to their IC development at the same time. This echoes previous studies in IC, such as that by Elola and Oskoz (2008). Indeed, IC development was originally considered as an essential instructional goal of foreign language education.

In addition to ISs' demand for language proficiency development during their study abroad, teaching content was also considered as a media of language knowledge, in which cultural knowledge was often included. For instance, SUCN ISs recalled various aspects of cultural knowledge they had gained from the teaching content while taking certain modules on their chosen degree programme. ISs' experience of gaining such knowledge is a practical response to the section of "request knowledge" in Deardorff's (2006) IC model. According to ISs' reflections, they experienced international curriculum content which included the acquisition of cultural knowledge from learning materials and the information shared by tutors in class (see sections 7.1 & 7.2). The cognitive aspect of intercultural understanding comprises knowledge about one's own as well as other cultures (Hill 2006, in Perry & Southwell, 2011, p.454). Curriculum content also helped ISs to deepen their knowledge of other countries and change their attitude to intercultural interactions. For example, by learning about Laos culture from Laos students, two Korean at SUCN changed their attitude towards Lao's culture by erasing certain negative stereotypes (see section 7.2).

8.4.1.2 Pedagogy: formal curricular activities and interactions

ISs' learning and living experiences suggest that different types of teaching methods impact their IC development to a different extent. Given that a curriculum consists of content (knowledge, skills and attitudes) as well as the process of learning and teaching, any approaches to internationalisation must consider what as well as how it is taught and learnt (Webb, 2005, p.110). Pedagogy is another essential part of the IoC, a factor noted in both case universities' institutional strategies of internationalisation.

As ISs indicated that internationalised teaching and learning experiences provided them with more opportunities of in-class interactions and after-class communication, pedagogy significantly contributes to their IC development. More specifically, ISs at both locations separated “international teaching methods” from traditional teaching methods according to the dynamics of interaction and discussion in class. They appreciated the tutor’s arrangement of group discussions as a teaching method in class as it allowed them to have more formal curricula interactions and more opportunities to communicate with cultural others. This “international pedagogy”, according to SUCN ISs’ perspectives, also contributed to their growing positive attitude toward intercultural communication. One of the ISs (Ruby) shared her changed attitudes and impressions towards Chinese students as a result of her multicultural classroom learning experience. As she stated, her previous stereotypes of Chinese people changed gradually through communication and observation of HSs in class. These experiences echo the stated benefits of culturally responsive teaching in providing domestic and ISs with opportunities to interact with one another, thereby developing student’s self-efficacy, competences required to live and work in diverse cultural environments (Clifford, 2013; Zhou & Smith, 2014 Mak & Kennedy, 2012, in Robson, 2015). Additionally, group work, as a type of in-curricular interaction (DeVita, 2005; Leask, 2009), was regarded another factor of the IoC which enhanced their after-class social life (see 7.3).

In fact, the first two institutional efforts at internationalisation which greatly impacted ISs’ IC development are exactly the two main aspects of IoC, namely the internationalisation of curriculum content and pedagogy. Therefore, it is quite understandable that ISs shared empirical evidence of how they experienced and benefited from the universities’ efforts in these regards (see section 8.2). The IoC and IHE share the same aim of preparing students to be adaptable global citizens. Senchlas and Trevaskes (2007) argued that the most effective programmes for internationalising the curriculum are those which require group work and cooperation between groups of HSs and ISs. In terms of teaching content, programmes should explicitly address the intellectual, social and cultural challenges and concerns that ISs and HSs face at university. As NEUK ISs’ noted, it was during the teaching and learning process that students’ IC development naturally occurred, echoing the HEA’s (2014) belief that “HEIs should ensure that students’ learning outcomes include values and skills as well as knowledge”. Therefore, the international pedagogy revealed at NEUK and SUCN, to a degree, does contribute to ISs’ IC development. According to the empirical evidence, it is clear that the institutional strategies geared to internationalising the curriculum contribute to ISs’ personal development, specifically with regard to helping them to acquire a higher degree

of underlying features of IC such as a certain attitude and mindset. In addition to developing these underlying elements, an internationalised pedagogy, from the perspective of ISs, also provides them with more intercultural interaction opportunities after class.

8.4.1.3 Organisational support in activities

Thirdly, ISs at both locations regarded “activities” as another essential factor affecting their IC development. Unlike formal curricular interactions such as after-class group work referred to in the previous discussion on pedagogies, the activities ISs suggested here refer to informal curricular activities held or supported by the university as part of the institutional strategies of internationalisation. The institutional support for organising culture-related activities were emphasised throughout the three rounds of interviews at both locations due to the recognised benefits ISs reflected on when discussing their IC development, including the acquisition of typical cultural knowledge and a positive attitude towards intercultural interactions. A typical example is that one NEUK IS recalled how she expanded her knowledge of Islam when she attended the international week/Muslim week held on campus. Due to the various types of information available and cultural events, she gained insights into the religion, which prior to this had been something of a mystery to her.

Additionally, SUCN ISs reported that their “required attitude” in the IC model increased in the third round of interviews as a result of “pleasant intercultural interaction experiences”. The participants saw themselves as more “open” and “tolerant” to other cultures (two specified aspects of attitude in Deardorff’s 2006 IC model) through frequent interaction with students from other cultural backgrounds (both in and after class), and noted that the reason for believing they had developed more IC were the interactive experiences with cultural others, which had helped them to see beyond existing stereotypes and prejudices.

It is also noticeable that ISs at both locations highlighted “activities and cultural events” as an effective way to develop their IC competences. They believed that these skills can and should be developed in the process of intercultural communication and interaction. ISs’ experience of IC development via interaction echoes Paige et al.’s (1999) claim that IC requires “the dynamic, developmental and on-going process of acquiring the culture knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures” (Paige et al., 1999, cited in Dunne, 2011).

Additionally, ISs reflected on their shared expectations of more communication and interactions with cultural others through activities. They suggested that only by attending activities could they enjoy opportunities to develop IC competences such as observation and listening skills and other skills and attitudes necessary to break down cultural barriers and

become competent communicators (Eisenclas & Trevaskes, 2007). In fact, Deardorff's (2006) "internal outcome of IC development", such as "adaptation", also requires extra culture-related activities. Spitzberg and Cupach (1984) had already noted that adaptability is also context-based as it "implies that different behaviours and skills are applied in different contexts and situations" (p. 90).

While acknowledging that various benefits of IC development originate from culture-related activities, ISs expected more support, from both institution and staff. For instance, SUCN ISs reported that the language exchange programme did not meet their expectations of intercultural interaction and ended unexpectedly due to a lack of institutional effort. NEUK ISs also said that interactive activities such as volunteering programmes would be more beneficial if they were organised by the institution to involve more HSs. Studies suggest that both HSs and ISs need to obtain at least a "minimal level of IC in order to operate effectively in an increasingly ethnically and culturally diverse society and globalized economy" (Eisenclas & Trevaskes, 2007, p. 414). However, previous international studies have revealed that HEIs have been slow to measure IC since they assumed it automatically develops as a result of HSs and ISs sharing the same learning space (Leask, 2005). On the contrary, IC development clearly does not automatically happen when people from different cultural backgrounds are brought together at the same institution (Hiller & Wozniak, 2009). As a consequence, institutional efforts are considered vital important to ISs' IC development. When adopting ISs' IC development as a filter to evaluate the operationalisation of IHE, this study echoes Deardorff's assertion that students' (both HS and IS) IC needs to be developed in a more comprehensive and integrated way instead of through the random, ad-hoc approaches that often occur at our institutions (Deardorff, 2014).

8.4.2 Summary of this section and an emerging finding on the central role of university staff

To summarise, this section has demonstrated how university's efforts at internationalisation impact ISs' IC development in three aspects of their operationalisation of IHE, namely a curriculum content comprising international perspectives, specific pedagogies, and organisational activities that promote intercultural interactions. This research has recorded a number of positive examples of ISs' IC development in the IHE context. For instance, ISs at both locations reported that a curriculum content with international perspectives contributed to their IC development in the elements of cultural knowledge and language proficiency (see section 8.4.1.1). In addition, by expanding opportunities to gain specific cultural knowledge in class, some participants also reflected on the fact that more intercultural communication

occurred. In this way, the process of IC development “moves from personal level (attitude) to interpersonal/interactive level (outcomes)” (Deardorff, 2006). While acknowledging IC development was a long process, ISs appreciate group discussions and a culture-related activities that provide them with opportunities to interact with cultural others.

As discussed in the literature review and rationale for this study, one of the research aims of this study was to evaluate the effectiveness of SUCN’s and NEUK’s international strategies according to ISs’ shared experiences of IC their development. The findings in Chapter 7 and discussion in this chapter are empirical evidence of how ISs’ IC development develops as an outcome of specific institutional strategies of internationalisation. However, despite the positive feedback and experiences shared by ISs, the participants’ discourse revealed a need for more institutional efforts regarding IC development, suggesting an insufficient operationalisation of IHE on campus. ISs’ expectations of institutional engagement in intercultural interactions and activities were repeatedly emphasised (see section 8.4.1.3).

Among these findings and through the discussion on how ISs’ IC development is influenced by institutional efforts, there was a noticeable student voice that emerged from these findings on the central role university staff play in the operationalisation of IHE. Among the three aspects of institutional efforts at IC development, the role of the staff was seen as vital. Taking the curriculum content and pedagogies as examples, ISs reported how academic staff’s international awareness and international teaching ability are central to their experience of IC development. When Cushner (2009) discussed the nature of IC development in teaching and learning, he argued that teachers “must understand how their own rather narrow perspective and experience may influence their ability to accurately perceive and understand the students in their charge as well as the inherently narrow environment in which they work” (cited in Cambridge, 2012, p. 47). Similarly, Leask (2009) stated that it is necessary for teaching staff to be “highly efficient and effective intercultural learners with the skill to engage with and utilize diversity to develop their own and their students’ international perspectives” (p.212). Indeed, in the research, this factor was repeatedly highlighted in the ISs’ shared learning experiences.

Furthermore, the staff’s central role in institutional efforts is more often revealed in institutional activities. Unlike the prior focus on a large number of ISs on campus, ISs in the latter two rounds of interviews reported a need for genuine interaction with HSs and students from other countries. From the perspective of the ISs, university staff need to participate in all these institutional internationalisation efforts by showing a positive attitude and making practical contributions. The participants’ experiences and discourse raises the question of

“tutors’ efforts in engaging HSs and ISs” in a multicultural classroom, requiring enhanced tutor awareness of the special needs of ISs whose “previous experience may not necessarily have prepared them well” (HEA, 2015).

These observations and expectations are valuable for IHE at the individual and institutional levels since the key role of administrative staff in the implementation of specific institutional policies at university has often been ignored when analysing policies or attitudes related to HE (Llurda, Cots & Armengol, 2014). Indeed, several studies have claimed that universities fail to “maximize the opportunities presented by international and intercultural diversity on campus” (e.g. Volet and Ang, 1998; Harrison & Peacock, 2010; Leask, 2009 (in Deardorff & Johns, 2012, p.283). University staff, as a key “people” factor in the HEA’s 2016 framework of IHE, are expected to have both particular knowledge and skills to improve interaction between HSs and ISs, and also themselves spread the value of openness, tolerance, and respect for other cultures on a multicultural campus. This analysis of ISs’ IC development experiences and the institutional efforts during this process, the central role of university staff has been revealed, indicating a potential way forward to improve the operationalisation of IHE at the institutional level.

8.4.3 *Summary*

To answer the first research question of how IHE is conceptualised and operationalised at each case university, section 8.2 presented two visualised IHE approaches, followed by further explanation and discussion of the characteristics of each approach. It was revealed that SUCN’s IHE approach reflected the central role of the Chinese government, with limited communication with ISs, while that of NEUK revealed an emphasis on ISs’ satisfaction and focus on various institutional strategies and support for ISs. Driven by different factors, the conceptualisation and operationalisation strategies of IHE at each case university differ greatly.

In Section 8.3, the ISs’ learning and living experiences at both universities were reviewed in relation to the institutional goals of internationalisation. Set against a list of institutional strategies of internationalisation, the ISs’ shared experiences of learning and living provided reliable empirical evidence to evaluate each institution’s international strategies. Additionally, ISs’ expectations of HSs and staff engagement in intercultural communication provide a practical recommendation for HEIs’ further development in the operationalisation of internationalisation.

In addition to the detailed comparison between ISs’ university experiences and the institutional goals of internationalisation, section 8.4 narrowed down the research focus on

internationalisation to one of its expected outcomes - ISs' IC development. This section examined how institutional efforts at internationalisation had impacted ISs' experience of IC development. One finding that emerged was that institutional efforts influenced ISs' IC development in a comprehensive process throughout their learning and living experiences, including teaching content, pedagogies and culture-related activities. As Chapter 7 showed, ISs' self-reflections on IC development were de-centralised according to the five elements of Deardorff's (2006) IC model. While reflecting on how their attitude, knowledge, and skills had developed by learning in an internationalised institute, the ISs expressed their perspectives on developing IC through communication, while recognising IC development is a comprehensive process that requires multicultural environment with support from the institution and the staff.

Chapter 9 Conclusion

9.1 Introduction

This chapter concludes this study and provides potential recommendations for HEIs which are in the process of internationalising or are seeking to internationalise on enhancing ISs' international experiences and developing their IC. Firstly, the research from the two case studies is reviewed and reemphasised. The three research questions are then revisited to explain how this study has both contributed to and also challenged existing studies in the field of IHE and IC. Potential contributions to IHE studies in theoretical, empirical and methodological respects are then provided, followed by further recommendations for teaching and administrating practices in HEIs. The chapter then provides a statement on the study's limitations, points to a number of potential directions for future studies, before finishing with some final remarks (9.7).

9.2 Overview of this study

The overarching aim of this study has been to investigate how internationalisation is conceptualised and operationalised at both institutional and individual levels at two case universities in the UK and China, and how ISs' IC development is influenced by the international strategies of the two universities. Given the different national contexts of the two case universities (see sections 2.7.1 & 2.7.2), the conceptualisation and institutional approaches to internationalisation were found to be different (see 8.2). Abundant previous studies have looked at the concept and practice of IHE in various fields, including conceptualising theoretical frameworks of IHE (Knight, 1997, 2004; HEA, 2014, 2016; Qiang, 2003; Yang, 2002), IoC (Leask, 2009; Clifford, 2009, 2013), global mobility in IHE (Streitwieser, 2014), cross-cultural teaching and learning (Ryan, 2013), and students' voice and perspectives (Johns, 2009). China, as an emerging host country for ISs with a national expansion in international education, has drawn increasing attention from international scholar in recent years (Hayoe, Marginson, Cai, & Jiang, 2014; Paradise, 2012; Yang, 2010; Yemini & Sagie, 2017). While studies have been conducted looking into IHE in this particular nation (Yang, 2002), there is a lack of research exploring IHE from the perspective of ISs and their experiences of its operationalisation, even though ISs are recognised as a crucial stakeholder (Wende, 2010). Looking into the interrelationship between internationalisation strategies, ISs' experience of international learning and their IC development, this study has contributed to the knowledge of internationalisation operationalisation at the institutional level based on ISs' perspectives and experience.

In order to explore the complicated process of conceptualisation and operationalisation of internationalisation in the UK and China, important and relevant institutional documents and statements related to internationalisation and international education were collected and analysed as contextualising evidence. Additionally, based on a critical review of Knight's (2004) IHE framework and the HEA's (2014) Internationalisation Framework, the research areas were narrowed down to the "institutional level" and the "individual level", with specific research objects - "curriculum", "people", "organisation" and "activities" - drawn from the HEA (2014) Internationalisation Framework.

The research then investigated how ISs experienced and were impacted by the institutional strategies of internationalisation related to teaching and learning practices. The central role of the Internationalisation of Curriculum (IoC) was revealed in how the ISs' learning experiences were affected by the institutional strategies of internationalisation. As a result, the two main aspects of IoC - curriculum content and pedagogy (Clifford, 2009) - together with its impacts on ISs' IC development, were discussed as key features of the operationalisation of internationalisation.

This study also looked into challenges and expectations that ISs might have while learning in an "international classroom" (Osmond & Roed, 2010; Leask, 2011). A comparison was carried out between ISs' learning experiences and the institutional strategies of IS education in the context of internationalisation (see 8.3). This re-emphasises the research subjects as ISs and their formal and informal university experiences and to what extent their expectations have been met, particularly in terms of the development of IC. Taking ISs' IC development as a prospective and desirable outcome of internationalisation and studying abroad, this study was also designed to explore the internationalisation practices at both universities by tracking ISs' IC development while studying at the case universities.

Since the study aimed to investigate the internationalisation efforts of universities in two different countries, each country's HE system and previous research in IHE in each country were first reviewed. This review was crucial for the success of this study as it identified significant gaps in the existing research. For example, there is a lack of empirical studies related to the operationalisation of IHE in China (see 2.2.5.1), whereas, regarding the UK, there are scant studies exploring the operationalisation of IHE based on ISs' experiences (see 2.2.5.2). This review also covered Deardorff's (2006) IC model, which was adopted as a filter to explore the operationalisation of IHE at the institutional and individual levels.

This study adopted the epistemological position of interpretivism and the ontological perspective of social constructionism, and the research methods employed were qualitative.

The data collected for the study included over 30 documents on the conceptualisation of and policies to implement IHE, 25 pages of research field notes and 65 individual interviews. The research findings were based on a thematic content analysis of this multi-faceted data-set. Setting out particular topics such as institutional goals and strategies of internationalisation, the documentary data in fieldwork were used to complement the data from the interviews, which provided deep insights into ISs' actual experiences. Considerations of the factors which could potentially influence the quality of the project were presented in the methodology chapter, such as reliability and ethical issues, enhancing the validity and reliability of the study.

The research findings (see chapters 4 to 7) addressed the research questions by exploring the fieldwork findings and empirical data from the individual interviews. To illustrate the potential contributions of this study (see 9.4), the following paragraphs demonstrate how the three research questions were addressed.

9.3 Revisiting the research questions

The following sections show how the research questions were addressed. Based on understandings of previous research in the area of IHE and IC, the discussion considers how this empirical study has contributed to knowledge in these fields.

9.3.1 RQ1: How is internationalisation conceptualised and operationalised institutionally at the two locations?

The discussion chapter initially presented how internationalisation was conceptualised and operationalised at each case university through the documentary data and interviews exploring the ISs' perspectives (8.2). The findings revealed that the Chinese government played a dominant role in what could be termed a "top-down linear internationalisation approach" at SUCN (see Figure 8.1), in contrast to a "strategies-focused comprehensive internationalisation approach" at NEUK (see Figure 8.2).

(1) SUCN

The Chinese government plays a preponderant role in almost every aspect of the internationalisation process at SUCN, such as international collaboration permission, curriculum design and practical guidance on IS education, and funding for ISs (see 8.2.1). This control and support of IHE by the government has been noted by other scholars (e.g. Huang, 2015; Li, 2016). Chapters four and five provided empirical evidence as to how SUCN adjusted its institutional strategies of internationalisation through curriculum design and administrative routines under the guidance of Hanban and the MoE. This finding adds to our knowledge of how internationalisation is operationalised within an institution under the

guidance of the Chinese government, supporting Li's (2016) interpretation of the Chinese government's role in the IHE process as "national strategy designer and programme planner, major funding provider, executive director and regulator and supervisor" (p.47) (see 2.7.1).

This study has also revealed that there is a lack of communication about the institutional efforts of internationalisation between ISs and the institution as a result of the linear internationalisation approach at SUCN. It was also revealed that staff's understandings and awareness of internationalisation could influence ISs' experiences of it, as well as their learning and studying process (Trahar & Hyland, 2011). Although SUCN ISs benefit from the internationalisation efforts at SUCN, such as scholarships and specialised teaching arrangements, they generally did not link those efforts to IHE.

(2) NEUK

The "student-centred internationalisation approach" (Vita and Case, 2010) places ISs in a beneficial and valued position at NEUK. For example, ISs are recognised as major stakeholders in IHE and have been the focus of considerable research in IHE (Doyle et al., 2010). This study suggested that the demands of ISs were recognised and largely fulfilled as they are a major source of financial income for UK universities. Furthermore, the internationalisation approach at NEUK is regarded as a strategically focused one because it emphasises a combination of each strategy, such as internationally relevant curricula and syllabus at an institutional level (Vita & Case, 2010). However, ISs' perception of internationalisation and their learning experiences suggest a need for international awareness development programmes for staff, so that ISs could be more informed of the institution's efforts to conceptualise and operationalise internationalisation.

Chapter 5 demonstrated how individual research groups at NEUK committed to internationalising the institution's studies. Compared with the conceptualisation of internationalisation at SUCN (i.e. strictly following governmental guidance in making policies - Li, 2016), NEUK was revealed to be more independent as it generated its own internationalisation strategies. More importantly, the institutional strategies associated with "360 for Internationalisation", particularly in the aspect of international and intercultural teaching and learning, are based on the proposals of two third party research groups (CfLaT and a Special Interest Group who input their views in the university's draft 2012 internationalisation strategy) where the results and theories are based on ISs' perceptions and empirical studies. The institutional strategies of internationalisation at NEUK are thus often relevant and practically designed to improve ISs' learning and living experiences.

To summarise the findings related to RQ1, two different internationalisation approaches emerged from this research. The clear differences sketched above originate from a more fundamental difference in terms of the different national backgrounds and traditions of educational management and policy orientation, as Knight (2015) discussed in relation to different driving factors (see 2.2.2), such as the political and cultural rationale revealed from SUCN and the economic, social and the academic rationale of internationalisation at NEUK. As a result, this study has suggested that driving factors underpinning and conditioning internationalisation affect how it is conceptualised and operationalised at the institutional level. It is therefore recommended that institutions which desire to improve the quality of internationalisation consider those driving factors. Moreover, as SUCN is still very much in a transitional process towards internationalisation, it might be beneficial for that institution to learn from NEUK's experience so that ISs are more informed about the concept of and efforts at internationalisation. Other institutions might also endeavour to listen to their ISs' voices in order to review whether their internationalisation efforts are being well received.

9.3.2 RQ2: Do ISs' academic and social learning experiences at the two case universities meet the institutional goals of internationalisation, and, if so, how?

In order to address the second research question, detailed comparisons were made between ISs' academic and social learning experiences from interviews and documentary research on institutional strategies of internationalisation at both case universities (see 8.3). Accordingly, all the ISs have experienced more or less the institutional efforts of internationalisation at the case universities. For instance, they have all experienced international aspects of curriculum design at both case universities. Findings like this partially reflect Parsons' (2010) assertion that "the benefits claimed by advocates of university internationalisation can be evidenced by students" (p.31). ISs' shared perceptions on their academic and social learning experiences also add empirical knowledge to the operationalisation of internationalisation at the institutional level aligned to the broad dimensions proposed by de Wit and Hunter (2015), including curriculum development and learning outcomes. To be more specific, the ISs' shared experiences of international teaching and learning reflect how the two case universities put different emphases on the development of international curriculum as a specific strategy of internationalisation in different national contexts (see Chapter 6 and section 8.3).

Regarding the learning experience at SUCN, ISs reflected on what they perceived to be intensive study of Chinese culture, reflecting the driving factor of cultural promotion and the political and cultural rationales of Chinese IHE development (Yang, 2002; Huang, 2003; Liu & Metcalfe, 2016). ISs' learning experiences demonstrated how the institutional goals of

internationalisation had been achieved through specific international strategies at SUCN (see 8.3.1).

Different emphases on the institutional support in IS education were also revealed at each university, reflecting how the two case universities operationalise internationalisation at the institutional level. Taking institutional support as an example, SUCN ISs reported how their decision to come to study in China was driven by the abundant scholarship opportunities. This reflected the extensive and generous support given by the Chinese government, not only offered at SUCN for IS education, but also widely recognised as a distinctive characteristic of the overall operationalisation of IHE in China (SUCN, 2014). Financial support was highlighted in SUCN's case, while NEUK ISs experienced and benefitted more often from the informative support in such events as an induction week held at the beginning of the academic year. The NEUK ISs appreciated support of this kind, especially the informative introductions to modules from lecturers before module choices needed to be made, as it helped them to quickly adapt to their learning and living at a foreign university. These shared experiences, while expanding current knowledge of how internationalisation is operationalised at the institutional level, highlights the "student-centred" internationalisation approach at NEUK (Wright & Lander, 2003), which differentiates itself from that at SUCN due to the differing driving factors and policy contexts of the two national contexts (Pan, 2013).

Regarding international learning experiences, ISs at each university placed different emphases on the institutional strategies of internationalisation, based on their developed understandings of curriculum design and administrative support during the interviews, which reflected the different internationalisation approaches of the two universities. For instance, while the international goals and strategies of internationalisation at SUCN emphasise the promotion of Chinese culture, ISs had negative opinions of several aspects of teaching and learning practices, such as difficulties with the teaching content and isolation from HSs. These findings suggest insufficient efforts at operationalising internationalisation at SUCN due to a lack of international awareness on behalf of the staff (see 6.2.3.3). More discussions on how NEUK ISs experience the international teaching content and pedagogy can be found in 6.3 and 8.3.2, which discussed ISs' experiences regarding the institutional efforts at internationalisation. Moreover, while appreciating the international strategies of cultural delivery and financial support, ISs at both locations revealed further expectations regarding international teaching and learning experiences in class. It is therefore recommended that the two case universities need to enhance their teaching quality to further expand their

international education, especially at SUCN, which, in terms of an explanation for this issue, still finds itself very much in the developmental stage of IHE (Li, 2015).

Accordingly, the staff's understanding of internationalisation and international awareness were perceived as an important factor which affected ISs' learning and living experiences. This finding reflected institutional efforts in the recent trend of transforming Chinese IHE development from "a simple mobility emphasis" to "a comprehensive development" approach (e.g. Bi & Huang, 2010; Huang, 2006). Therefore, this study has contributed novel insights to the existing research by presenting emerging directions in the field of IHE.

9.3.3 RQ3: To what extent could institutional strategies of internationalisation influence ISs' IC development?

The question of why intercultural experiences do or do not lead to IC development is as complex as the concept of intercultural development and is influenced by a variety of factors (Lantz-Deaton, 2017). Support and services offered by the universities to promote opportunities for ISs to interact with cultural others were emphasised repeatedly during the interviews at both locations, indicating that this is considered by ISs as integral to their IC development.

ISs at both locations conceived IC development as a complex and cyclical process influenced by several factors, such as attitude and knowledge. Intercultural interactions on campus, such as group discussions, were considered another factor which contributed to ISs' IC development. Institutional strategies of internationalisation were considered to have both a positive and a negative impact on ISs' IC development in three respects: curriculum content, pedagogy and activities. The ISs emphasised the importance of the curriculum while referring to their development in knowledge as one element of IC. For instance, they reported that the international elements of teaching content had broadened their horizons and helped them to gain more relevant knowledge of other cultures. Modules such as Cross-culture Communication at SUCN and Classroom Discourse at NEUK were repeatedly mentioned, since these modules ask ISs to share their own experiences, providing other ISs with opportunities to learn about different cultures.

Additionally, the ISs emphasised how certain pedagogical approaches helped them to improve their skills, knowledge and attitude. Apart from traditional teaching methods, ISs at both universities reflected on how they had opportunities to communicate with students from other countries during group discussions and seminars. This finding echoes Pettigrew's (1998) claim about group contact theory, namely that overall contact seems to reduce prejudice (see also Pettigrew et al., 2011). The ISs recalled in- and after- class discussions and group work

at NEUK, which offered them opportunities to communicate with cultural others (see 7.3). One Arabic interviewee pointed out that the after-class discussions afforded her more opportunities to get together with others and that they communicated even more after class discussions, which indicated the positive impact of group work on IC development. More importantly, ISs had improved their skills in listening, understanding and speaking during this communication process.

The positive impact of pedagogy and curriculum content with international perspectives on ISs' IC development echo Leask's (2009) work on how the IoC within formal and informal curricula benefits students' development of IC. However, ISs' shared experiences also suggested that these institutional efforts still largely depend on staff's commitment to internationalisation. Therefore, another factor which affected ISs' IC development was highlighted as the central role of staff in the internationalisation process, particularly in teaching and administration. This influence can be both positive and negative. For instance, NEUK ISs mentioned that the tutors placed students from different cultural backgrounds in the same group to improve cross-cultural communication. On the other hand, two participants at SUCN had negative experiences with the administrative staff's lack of international awareness.

Moreover, both case studies revealed that the institutional efforts to organise activities and create a multicultural environment on campus also had a great influence on ISs' IC development. SUCN ISs expected more opportunities to participate in activities allowing them to communicate more with cultural others. On the other hand, the institutional strategies at NEUK had made specific arrangements for ISs to participate in various activities, such as student union activities and Christmas parties.

In addition to organising activities, institutional practices also included the delivery of such information from either a well-developed university or dedicated emails from administrative staff. Several participants at NEUK referred to the emails from which they received information about volunteering work. They were glad to have received the information and participated in the work, which provided them a chance to communicate with local people.

9.4 Potential Contributions

9.4.1 Empirical contributions

Regarding the empirical contributions of this study, firstly, it has provided a comprehensive review of the empirical and theoretical research into IHE to date (see Chapter 2). Secondly, the two parallel case studies investigated the institutional conceptualisation and

operationalisation of internationalisation within two national and regional contexts. It provided empirical evidence of how the conceptualisation and operationalisation of internationalisation was influenced by specific driving factors. The case study at China's SUCN addressed a research gap in terms of the lack of empirical case studies of IHE (Yang, 2013). The study also addressed the research gap between theoretical frameworks of IHE and the institutional operationalisation of IHE, as emerged from a review of previous studies (Morris, 2009; Coryell et al., 2012; Hyland, Trahar, Anderson, & Dickens, 2008). In China, there are no empirical studies that illustrate how IHE is conceptualised and operationalised at the institutional level. With regard to the UK, there is a lack of studies investigating how IHE theories are tested at both institutional and individual levels according to students' perspectives.

9.4.2 Methodological contributions

As a qualitative research study in a two-phase research project design that formed a data hierarchy, this study has made a methodological contribution to the field. It combines two research methods: ethnographic fieldwork and semi-structured interviews. The first phase - the fieldwork at each location to collect fundamental data - informed the design of the interview questions for the subsequent one-to-one interviews. The two-phase research design also collected different types of empirical evidence to address the research questions.

Another methodological contribution was the adaptation of Deardorff's (2006) IC model as a technique to measure and assess the quality of IHE operationalisation. As reviewed in section 2.3.2, the quality of IHE is considered a practical issue in this field, and Knight (2011) has proposed a framework to address this issue. This PhD project took the five elements of Deardorff's (2006) IC model as specific filters to explore the operationalisation of IHE through ISs' perceptions. It further expanded the discussion of how institutional efforts at internationalisation, such as internationalising the curriculum and creating a multicultural learning environment, might contribute to ISs' IC development. The adaptation of the IC model not only enabled the researcher to investigate and measure the institutional strategies of internationalisation, but also specified the key elements of IC as an expected outcome of IHE. It further indicated how ISs' IC can be developed effectively through the creation of multicultural student groups (Krajewski, 2011) within an internationalised university.

9.4.3 Theoretical contributions

This study revealed two internationalisation approaches within different national contexts and educational systems, according to the fieldwork and interview data collected from two case studies, one in China and one in the UK. These two approaches were linked to Knight's

(2004) IHE framework, which explores the connections between and the impact of institutional and national approaches to IHE.

Additionally, the empirical data collected from the interviews with ISs at each institution also contributed to the development of a current theoretical framework of IHE. More specifically, this study was initially inspired by the HEA (2014) Framework of IHE, with its detailed guidelines on internationalisation at the institutional level, in terms of individuals, organisations, values and activities. However, the existing frameworks did not offer a practical way to operationalise IHE at both the institutional and individual levels, and nor did they specifically emphasise the development of ISs' intercultural awareness or their IC. In this study, the formal and informal university experiences and perceptions shared by the ISs provided empirical evidence to review the operationalisation of IHE at both the institutional and individual levels. For instance, their reflections on their IC development suggested the central role university staff play in their learning and living, and indicated the importance of the staff's international awareness, a point which has particular implications for a transformative approach to IHE (Robson, 2011). This study also offered suggestions on the practical application of the HEA (2014) Framework at the individual level.

In summary, addressing the three research questions in detail, the study took ISs' experiences and IC development as a measuring technique to question how IHE was conceptualised and operationalised at two universities. The experience and IC development of ISs in two different cultural contexts reflects different internationalisation approaches, thereby improving our understanding of the conceptualisation and operationalisation of IHE within different national-cultural contexts backgrounds.

9.5 Recommendations for HEIs in the operationalisation of IHE

Following the presented findings, a number of practical recommendations can be suggested for the operationalisation of IHE, specifically with regard to teaching and supporting ISs.

9.5.1 University efforts to keep ISs informed of available support and services

According to the IS interviews, organisational support has a significant impact on their study abroad experiences. While NEUK ISs reported how they benefit from the various forms of institutional support, SUCN ISs experienced a lack of institutional support due to what they saw as a poor "information system". Examples of the support provided by NEUK include an orientation week, in-session English support and student services, features which SUCN might look at to improve its own IS support infrastructure. Although several departments have been established to provide IS services at SUCN, most of them were inaccessible due to the unclear information system. During the transitional stage of IHE, Chinese HEIs need to

further develop their student support systems to keep ISs well informed about their institutional strategies of internationalisation and promote recognition of the institution as an internationalised university.

9.5.2 ISs as a valuable resource for internationalisation at home (IaH)

ISs at both locations expected more communication opportunities with HSs and more institution-supported activities to enable intercultural interactions. Leask and Carroll (2011) noted that ISs provide cultural diversity in learning communities, something which also helps HSs to develop their IC. As Altbach (2004) claimed, in the process of IHE, “ISs don’t just fill seats” (p.2); they are active participants and contributors to the common shared knowledge of human beings. Involving HSs in intercultural interactions with ISs as a form of internationalisation at home (IaH) can benefit both HSs and ISs. In order for HEIs to compete in today’s global marketplace, adopting an approach which values the contribution that increasing numbers of ISs make to the learning community can enhance the skills and awareness of *all* students (Jones & Brown, 2007). For example, ISs at SUCN were sometimes asked to participate in language exchange projects on campus and were thus regarded as a valued resource for HSs to develop their language capacities. According to SUCN ISs’ perspectives, with enhanced intercultural awareness, SUCN HSs benefit greatly from internationalisation at home.

9.5.3 Staff development of international awareness

The importance of the staff’s international awareness has been revealed in both case studies, initially in lecturers’ awareness of how they introduce international perspectives into the teaching content. The staff’s attitudes to intercultural interaction were also considered an important factor that influences ISs’ experience. The positive examples shared by ISs at both locations were somewhat limited in scope, reflecting individual staff commitment rather than an institutional atmosphere of interculturality. It is therefore recommended that the intercultural and international awareness of staff should be formally promoted to fulfil institutional objectives of building a consistent multicultural environment, as claimed by NEUK’s SO2.

However, previous studies have suggested that “intercultural training” for university staff is quite challenging in practice (Reid et al., 2010). Therefore, the institutional strategies of NEUK, such as promotion criteria or Teaching Excellence Awards, may enhance staff engagement and encourage them to gain international experience and awareness and recognition for efforts to internationalise the student experience.

9.6 Limitations and future research directions

Although great effort has been made to ensure the reliability of this research, there are inevitably a number of limitations. The major limitation comes from the research focus on one discipline, namely foreign language teaching and linguistics-related programmes which are naturally linked to international education. Accordingly, the curriculum design logically considers the ISs to have a certain demand of IC development due to the very nature of the discipline. Consequently, although the research methods employed in this research can still be generalised to other disciplines, a suggestion for future studies would be to conduct multi-discipline case studies in order to provide a richer picture of internationalisation approaches and strategies and their influence on ISs' IC development.

Secondly, the assessment of IC is self-evidenced by ISs from the individual interviews, while a combination of qualitative and quantitative measures could be used to assess these components of intercultural competence. The student outcomes of intercultural competence can be measure using “analysis of narrative diaries, self-report instruments, other-report instruments, triangulation (multiple methods) and a bottom-up approach involving such techniques as focus groups, dialogues, and workshops” (Tennekoon, 2015 p.8). While adopting Deardroff's (2006) IC model as a guiding model, it is worth trying to understand the true meaning of “effective” and “appropriate” in terms of behaviour and communication. While the individual can determine the effectiveness of these, he/she cannot determine their appropriateness. This can only be determined by other person because appropriateness is related to his/her cultural sensitivity and norms. Therefore, the students' self-reflection may have bias, which is another limitation of this study.

Thirdly, this study focused on a specific group of students, namely ISs studying linguistics-related degree programmes. It would be beneficial to extend the sampling to both undergraduate and postgraduate students, as well as other disciplines to assess whether institutional strategies of internationalisation have influenced their IC development.

9.7 Final remarks

By reviewing institutional documentation on IHE and exploring ISs' lived experiences in the UK and China, this study has suggested a number of lines of research which might extend existing scholarly work in the area of IHE, the IoC, IC, and IS education. It is my contention that this doctoral thesis will make a contribution to our understanding of how IHE and institutional strategies of internationalisation influence ISs' learning and living experiences, enable their personal development, and enhance the outcomes of their time at the host university. As the internationalisation process in China is expanding rapidly and with an

increasing emphasis on IS education, it is hoped that this research will offer novel and useful insights into this field of study in my home country by sharing my research experience and findings with other Chinese researchers.

When I began this study in 2013, 22 new students volunteered to participate in this study, each with fresh impressions of their host country and host university and keen to broaden their intellectual and cultural horizons. Four years on, as this study comes to a conclusion, the majority of them have successfully graduated and started their career in various sectors of education. Reflecting on the confident smiles they post on social media, it is worth pondering whether they have yet passed on to the students in their classes – potentially future ISs – the knowledge they have gained and the experiences they have had while studying abroad. And what, precisely, would they share?

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Appendix A

Glossary

Here I present how I used and interpreted a number of recurrent key terms for the purpose of this study:

Non-EU students	The students from outside of EU/EEA
Culture	The expression of meaning, values, and behaviours that are never stable and always changing and evolving (Pavlenko & Blackledge, 2004). Kramsch (2011) argues “culture is symbolically mediated through words, sounds and images”. In this study I explore constructions of culture through Holliday’s (1999) paradigms of ‘small’ and ‘large’ culture.
Intercultural dialogue	A process that comprises an open and respectful exchange between individuals, groups and organisations with different cultural backgrounds or world views
Intercultural encounters	These are spaces where people from different cultural, national, and social backgrounds talk to each other. Intercultural encounters are also potential sites for intercultural learning and critical self-awareness development (Holmes & O’Neill, 2012).
Interculturality	Zhu (2014, 2016) defines interculturality in relation to how people exhibit their cultural identities in everyday social interaction. According to (Borghetti et al., 2015), “It refers to potential dynamics associated with interactions, to their situated nature and to the discursive contingencies developing in/across them” (pp. 31-32). Interculturality is also a quality generally attributed to intercultural encounters.
Student support mechanism	The University provides a range of support services and mechanisms so that students can be helped to achieve their full potential and are given

	specialist support when they need it.
National programme 211	Programme 211 is the Chinese government's new endeavor aimed at strengthening about 100 institutions of higher education and key disciplinary areas as a national priority for the 21st century. There are 112 universities in the project 211
National programme 985	Programme 985 is a constructive project for founding world-class universities in the 21st century conducted by the government of the People's Republic of China.
Curriculum reform	The basic education curriculum in China has experienced several waves of changes since the founding of the People's Republic of China in 1949. These changes usually followed major political and social movements and involved the development and implementation of new curriculum guidelines in the form of teaching syllabi or curriculum standards for all school subjects
Prejudice	Allport defines prejudice as a hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Allport, G. W., Clark, K., & Pettigrew, T. (1954). <i>The nature of prejudice</i> .
Stereotype	In social psychology, a stereotype is an over-generalized belief about a particular category of people. Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category.
Extended contact effect	This means that even a relatively small number of cross-group friendships can have a wide impact on prejudice and thus can influence relations between groups on a large scale. The extended contact effect is an expansion of the contact hypothesis, which has a longer history.

Appendix B

Consent Form

PhD Study Consent Form

TITLE OF PROJECT: How do institutional internationalization strategies and the 'international student experience' compare at a British and a Chinese University? --- How does the experience of 'being international' at the two locations compare with these institutional goals, and with the experience of 'being international' at the two locations, from the perspective of 'international' students.

(The participant should complete the whole of this sheet himself/herself)

Please circle
as necessary

Have you read the Participant Information Sheet?

☒ YES / NO

Have you had an opportunity to ask questions and to discuss the study?

☒ YES / NO

Have you received satisfactory answers to all of your questions?

☒ YES / NO

Have you received enough information about the study?

☒ YES / NO

Who have you spoken to? Dr/Mr/Mrs/Ms/Prof. Lu Lin

Do you consent to participate in the study?

☒ YES/NO

Do you consent to be involved in tape recordings of interviews?

☒ YES/NO

Do you understand that you are free to withdraw from the study:

- * at any time and
- * without having to give a reason for withdrawing and
- * without affecting your position in the University?

☒ YES / NO

Signed St

Date 7 Nov 14

(NAME IN BLOCK LETTERS) SUPHAPORN CHAOVARINDR

PhD Study Consent Form

TITLE OF PROJECT: How do institutional internationalization strategies and the ‘international student experience’ compare at a British and a Chinese University? --- *How does the experience of ‘being international’ at the two locations compare with these institutional goals, and with the experience of ‘being international’ at the two locations, from the perspective of ‘international’ students.*

(The participant should complete the whole of this sheet himself/herself)

*Please circle
as necessary*

Have you read the Participant Information Sheet?

YES / NO

Have you had an opportunity to ask questions and to discuss the study?

YES / NO

Have you received satisfactory answers to all of your questions?

YES / NO

Have you received enough information about the study?

YES / NO

Who have you spoken to? Dr/Mr/Mrs/Ms/Prof.

Do you consent to participate in the study?

YES/NO

Do you consent to be involved in tape recordings of interviews?

YES/NO

Do you understand that you are free to withdraw from the study:

- * at any time and
- * without having to give a reason for withdrawing and
- * without affecting your position in the University?

YES / NO

Signed

Date

(NAME IN BLOCK LETTERS)

博士论文同意书

项目名称：关于英国和中国高等院校中机构国际化策略和国际学生的经历的比较研究
 ---从国际学生的视角出发，来比较这两个地区的国际学生在其海外留学过程中学习经历与国际化的差异

(请受访者再仔细阅读后亲自填写本张同意书)

以下内容请画圈作答

您是否已经读过项目简介 information sheet? 是 / 否

您是否有机会询问该项目或对此项目进行讨论? 是 / 否

您所提的问题是否都得到了满意答覆? 是 / 否

对于本次调研您是否已经得到充分的信息? 是 / 否

跟您进行访问的是? Dr/Mr/Mrs/Ms/Prof.

您是否愿意参与本次调研项目? 是 / 否

您是否同意此次采访由录音设备进行录音? 是 / 否

您是否知道您在受访问期间可以自由地退出此次调查，

- * 在任何时候，
 - * 不用给出人和理由即可退出，
 - * 不会影响您在学校的日常工作和评估?
- 是 / 否

签名..... 日期

(请您将姓名用全拼大写字母填写)

Appendix C

Information sheet

各位苏州大学的留学生朋友们，

你们好！我叫刘璐，是英国纽卡斯尔大学教育学博士研究生，我现在在做一个关于留学生在国际化高校中学习和生活经历的研究项目。

这个研究主要是希望能够通过一对一的半开放式采访来了解外国留学生在苏州大学学习期间的一些经历和感受。我将把你们提供的信息与学校一些相关文件和说明进行比对，从而能够发现高校国际化(Internationalization of Higher Education)这一概念在现下的实际发展和实施状况。

具体来说，整个研究项目共分为三个阶段的一对一采访需要您的参与：其中，第一次采访将在您入学两周左右（2014年9月26—10月5日），第二次采访在第一学期末或是第二学期开学这几天（大概是2015年一月到二月之间），第三次采访则被定为在您第一学年结束之前（大概是2015年的五月中旬）。参与访问的方式是多样性的，除了第一次是面对面采访，其余的两次均可通过电话或其他媒介进行，将会依您的方便而定。通过参与这个分阶段的、跟踪式的调查，您也可以从另一个角度来整理一下自己第一年的留学经历。

我谨希望通过这个研究，可以为今后来华的留学生朋友们提供更好的学习和生活体验。也能够为高校国际化的策略制定与具体实施提供一些实质性的参考。

如果你们有兴趣参与这个项目的話，可以通过以下任何一种方式联系到我：

Email: lliu12@ncl.ac.uk

QQ: 584032173

Wechat/微信: thekoalas

Mobile: 13151183769

Or Whatsapp: +447990627515

期待你们的加入！

All my best wishes!

刘璐 (Known as Coco)

Information sheet

Dear international students,

This is Coco, and I am a PhD candidate at Newcastle University (UK). I am writing this information sheet to introduce my research program to you, for it caring about your learning and living experience at an international university.

And international students, typically those from TCSOL program or any related linguistic programs, are invited to participate in the individual interviews of my project. The interviews are designed to be semi-structured and totally anonymous, so that you can talk freely about the living and learning experience here at Soochow University. Furthermore, I would compare the information you provided with the policy and documents stated by the host university. And the main aim of doing so is to figure out the current status of Internationalization of Higher Education, such as its conceptualization and progress.

In terms of the whole project, it will last for around 10 months (from Sept, 2014 to June, 2015), during which time you will be invited to participate three rounds of individual interviews: first interview will take place between 26/09 to 14/10, 2014; and the second round of interviews might be arranged at the end of the first term (approx. Jan, 2015) or at the beginning of your second term (around Feb, 2015); And the last round of interviews will take place at the end of your first year study, which is approximately in May/June, 2015. The ways and media of interviewing can vary according to your convenience. And by taking part in this program, you could also have an opportunity to have a self-reflection on your learning and living experience in the past academic year. Hopefully, my project would benefit international students like you in their future studies and lives in China, as well as bettering international strategies of HEIs.

If you are interested, please feel free to contact me, and the various methods are as follows,

Email: l.liu12@ncl.ac.uk

QQ: 584032173

Wechat/微信: thekoalas

Mobile: 13151183769

Or Whatsapp: +447990627515

Looking forward hearing from you, and
All my best wishes!

Yours,
Coco

Appendix D

Guiding questions for the first round of interviews

Part 1: Warm up

1. Self-introduction – Let the interviewees introduce themselves so that I can get their basic information, such as personal background, details about the degree programme they are taking, motivation for studying at a foreign university, and previous learning experience (language and university).

Part 2: About their two-week student life at the case university as international students

2. Are you clear in your mind what this programme is and what you will learn by taking it? Did you have any opportunities to ask questions about this before/after applying for this programme?

3. Could you tell me which modules you have chosen or arranged to take? Have you started any modules? Are you taking these modules with home students? (If not, why not? Was there any explanation from university about this?) Is this situation aligned with your expectations? If so, why?

4. How do you feel about learning and living at this university? For example, do you have any in- and after-class communication with local students? Could you give any examples?

5. Have you experienced any difficulties during the past few weeks, such as language, culture, or with the local community. Can you give any examples?

Part 3: Support from University, school, and tutors

6. Could you describe the main activities you took part in during the first two weeks after enrolment? Were there any guidance and/or orientation events held by the university/department? If not, how did you become familiar with the surroundings and your programme?

7. What did you expect from a multicultural classroom? (Refer to teaching content, teacher's language, teacher's special attention and approach, your learning outcomes, etc.). What is the reality in a multicultural classroom?

8. In terms of your future living and studying at a foreign university, what kind of support are you expecting?

Part 4: Internationalisation of Higher Education from international students' perspectives

9. Have you ever heard of the term “internationalisation of higher education”? What do you know or think of this term?

10. In your past learning and living experiences, have you received any guidance or suggestions from the institution or tutors related to internationalising your student life?

Part 5: As an international student at the case university, your personal development/intercultural competence

Briefly introduce the five elements of attitude, skills, knowledge, adaptability, behaving and communicating:

11. What is your current status in each category (give out a standard for future comparison.)

12. Do you anticipate that the university will help you to develop in these aspects? If so, how (think of such issues as curriculum design, activities, workshops, or any other forms)?

Thank you for participating this project. I will contact you and conduct the second round of interview at the end of the first term. I am looking forward to hearing more about your experiences.

Appendix E

Guiding questions for the second round of interviews

Part 1: Warm up

1. Let the interviewees introduce themselves so that I can note their updated information, such as current stage of study and accommodation situation.

Part 2: About their past few months' student life at the case university as international students

1. Generally speaking, what do you think of the past few months' learning and living at this university?

2. During the past few months of studying here, do you have a clearer understanding of the programme and of what you will learn on it? Have you had any opportunities to ask your tutors these questions? If so, what was their response?

3. Have you finished all the modules in the first term? What do you think of them (i.e. were they difficult, interesting, useful, etc.)? Are you taking these modules with home students? How do you feel about this? If you are taking modules together with home students, what do you think of the multi-cultural classroom? Is this situation as you had expected? Why (not)?

4. How do you feel about learning and living at this university? For example, do you have any in- or after-class communication with local students? If so, could you give me any examples? Could you describe your social circle to me (consider such things as how much time you spend with home students/students of the same nationalities/other international students)? What are the forms of interaction between you and them? Are you happy with this situation or did you have more expectations?

5. Have you experienced any difficulties during the past few weeks (think of such issues as language, culture, local community)? Can you give any examples? If there was a problem, whom did you ask for help? Were the problems solved?

Part 3: Support from the university, school, and tutors

6. In addition to the orientation events took part in during the first two weeks after enrollment, have there been any guidance and/or orientation events held by the university/department/tutors in recent months? If not, how have you become familiar with the surroundings and your program?

7. In the multicultural classroom, what do you expect? (Consider such factors as

teaching content, teacher's language, teacher's special attention and care, your learning outcomes, etc.) How does this match with the reality?

8. In terms of your future living and studying in a foreign university, what kind of supports are you expecting?

Part 4: The internationalisation of higher education from the international students' perspectives: any updated views, more experience and stories?

9. In the first round of interviews, we briefly discussed the topic of the internationalisation of higher education. Do you have any updated views on this term? What do you think of this term now, after several months of studying here? Do you think you are studying in an internationalised university?

10. In your past learning and living experiences, have you received any guidance or suggestions from the institution or tutors related to internationalising your student life? Do you have any experience or stories?

Part 5: As an international student in the case university, your personal development: intercultural competence (second check)

Briefly review the five elements: attitude, skills, knowledge, adaptability, behaving and communicating:

11. What is your current status in each category (give out a standard for future comparison)? Compared with your original status as we discussed in the last interview, in which respects do you think you have developed/made progress? How does this progression come?

12. Have you received any help from the university/department/tutor regarding any aspect of your intercultural development during the last few months?

13. Based on the past few months' living and learning experiences, can you think of any further help from the university that would fulfil your personal development in the area of intercultural development? If so, how would you like to see them help (think of such issues as curriculum design, activities, workshops, or any other forms)?

Are there any other experiences you would like to share with me?

Thanks for your participating in this project. I will contact you to conduct the third round of interviews at the end of the academic year. I am looking forward to hearing more about your experiences.

Appendix F

Guiding questions for the third round of interviews

Part 1: Warm up

1. Let the interviewees introduce themselves so that I can get their updated information, confirm their current stage of study and accommodation.

Part 2: About their past few months' student life at the case university as international students

Generally speaking, what do you think of the past few months' learning and living in at the university?

2. During the past few months of studying here, do you have a clearer understanding of this programme as well and of what you will learn on it? Have you had any opportunities to ask your tutors about these questions? If so, what was their response?

3. As your taught programme is coming to an end soon, do you feel confident that it has fulfilled all your expectations? If not, what more do you want from this degree programme further?

3. Have you finished all the modules of the second term? What do you think (consider such factors as were they difficult, interesting, useful, etc)? Are you taking these modules with home students? If yes or no, how do you feel about this? If you are taking modules together with home students, what have you gained from the multi-cultural classroom? Do you think the multicultural classroom is helpful to your studies? If so, why? Is this situation the same as your expectations? Do you have any examples?

4. How do you feel about learning and living at this university? For example, have you had any in- or after-class communication with local students? Could you give any examples?

Could you describe your social circle to me (consider such factors as how much time you have spent with home students/students of the same nationality/other international students)? What forms of interaction have you experienced with them?

Has anything changed from the second round of interview? Could you describe the changes in detail/give some examples? Are you happy with this situation, or did you have different expectations?

5. Are there any difficulties you have experienced during the past few months (think of such issues as language, culture, local community)? Can you give any examples? If there were any problems, whom did you ask for help? Were the problems solved?

Part 3: Support from the university, school, and tutors

6. Have you attended any further guidance and orientation events since the first two weeks? If not, how did you get used to your programme?

In the first and second round of interviews, you mentioned personal tutors/writing sessions and other sorts of support provided by the university. Is the situation still the same during the past few months? What do you think of these support activities and sessions?

Have there been any other support activities and guidance specifically fitted to your current stage of study?

7. How would you describe your experiences of a multicultural classroom? How about the teaching content? Is that still difficult for you? How about the teacher's language (consider speed of speech, accent)? Do you notice any special attention and care from tutors? How about your learning outcomes? More specifically, have your intercultural skills developed through curriculum content, the mode of delivery, the mode of assessment, and learning from your peers from different cultures or from tutors from different cultures?' Is that different from your previous learning experience? In which aspect? Do you have any examples?

8. Looking back over the past ten months of living and studying at a foreign university, what do you feel? Is there any further support you are expecting?

Part 4: Internationalisation of higher education from the international students' perspectives: any updated views, experiences, or stories?

9. In the first and second rounds of interviews, we briefly discussed the internationalisation of higher education. Do you have any updated views on this term after ten months' study? Do you think you are studying in an internationalised university now? If so, can you give any specific examples of this?

10. Regarding the modules you are taking, do you think the content or the curriculum design are overall international? Does this teaching content meet your demands as an international student? Could you give any examples?

In which aspects do you think the school could improve the teaching content in order to fulfill the target of becoming an international university?

11. In your past learning and living experience, have you received any guidance or suggestions from the institution or tutors related to internationalising your student life? Do you have any more experience or stories to share?

Part 5: As an international student at the case university, your personal development: intercultural competence

Briefly review the five elements: attitude, skills, knowledge, adaptability, behaving and communicating:

11. What is your current status in each category (give out a standard for future comparison)?

Compared with your previous status as discussed in the second round of interviews, in which aspects do you think you have made progress? How can you explain this progress?

12. Have you received any help from the university/department/tutors regarding any aspect of IC development during the last few months?

13. Based on the past few months' living and learning experience, do you need further help from university that would fulfill your personal development with regard to developing your intercultural competence? If so, how would you like them to help (consider such factors as curriculum design, activities, workshops, or any other forms)?

As a reflection, in general what do you think on the progress during the ten months' study with regard to intercultural competence?

Based on these three rounds of interviews, could you describe the whole process of development with regard to each aspect with regard to your intercultural development (language, academic, personal development, such as IC)?

Do you think the development of intercultural competence is important to you as an international student? Why (not)? Do you think it is necessary for university/staff to make some efforts to help you to develop your intercultural competence? Can you give an examples of how they might do this?

Are there any other experiences or views you want to share with me?

Thanks for your participating in this project during the past ten months. I will give you the final transcripts for all three rounds of interviews back to you if you would like them. I am looking forward to your comments then.

Appendix G

Example of coded interview transcripts (Thematic analysis)

Sample of ISs interview initial codes: Cecilia (NEUK- 3rd wave)

Data Extract	Coded for (themes)
<p>1) L: Do you study with classmates from other countries? C: hum. But most are Chinese. ... Some students are from other countries. L: Any local British classmates during this semester C: ... hum. Let me see. Oh, there is one in <u>Module</u> 'Thinking Skills' (Anonymity in thesis). L: Are you in frequent contact with him? C: hum, not bad. At the beginning, we are not quite familiar with each other, just greeting in class but didn't have too much talk. We know each other from a friend's birthday party, <u>after that we are in frequent talk</u></p>	<p>ISs' perspectives of IHE 1) Patterns of knowing local students (in and out of classroom) <i>Social from → classroom to: social contacts.</i></p>
<p>2) L: Is there any difference between seminar and lecture for you? C: Yes, I think so. In lectures, the teacher may not have enough time and energy to care about every student, as there are <u>too many of us</u>. <u>Seminar is much better</u>. Anyway, the tutor may answer every question, as they have enough time. For example, in the group discussion, I can <u>easily get feedback from teachers</u>. It is not that easy with too many students in lectures.</p>	<p>The different types of interaction with teaching staff in Lecture and Seminar <i>↑ more interactions with tutor</i></p>
<p>3) L: How is your experience of attending class with foreign classmates, including local British student? C: hum, I can learn a lot from them. Due to different education and living background, they show different points of view, which are worth of learning. L: Can you be more specific on what you have learned from them, learning skills or something else? C: I think it should be learning skills, such as analysing problems from different angles, and <u>more understanding of their culture</u></p>	<p>Benefits of "learning in the multi-cultural classroom:</p>
<p>4) L: do you realize that your classroom or the learning environment is multicultural with so many students from different countries? C: hum, that's right, I think so. During the class, teacher adopts multicultural methods in addressing knowledge, not being confined to Chinese method even though with most Chinese students in his class. L: hum. OK. Is the teacher Chinese, or foreigners? C: both. L: So you think the knowledge addressed by teacher in class contains multi-cultural elements? C: Yes. Right. L: Will this multicultural environment is beneficial to you? Or has any impact? C: hum, I think it helps. Under the multicultural atmosphere, in answering a question proposed by the tutor, <u>people from different cultural background may consider it from different angles and give different answers</u>. I can learn more from these different opinions. In</p>	<p>Learning in the multicultural classroom, Ideas shared that's been beneficial in the following ways: 1) cultural background information; different thinking <i>*Benefits of learning in mixed-cultural classroom</i></p>

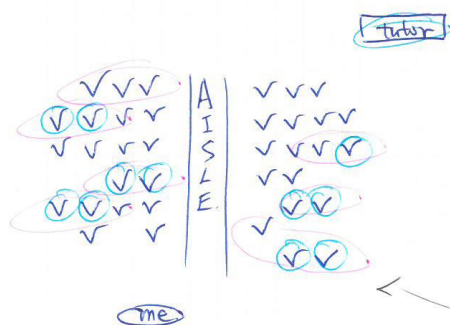
<p>L: The reason for decreased social time with foreign students is your optional modules?</p> <p>C: yes, I think so.</p> <p>L: your extracurricular time is an extension of the class. It is an extension of class talk, socialization with your classmates in your free time.</p> <p>C: Yes, right.</p> <p>L: OK. Can you specify your communication ways with British students or local British?</p> <p>C: what do you mean for the "communication ways", face-to-face talk or online chat?</p> <p>L: Both are OK. What do you usually talk about? What's your topic, something about Facebook when you meet with them?</p> <p>C: something like that when I come across with British students ... The talk usually happens when we meet or attend parties. We usually talk about our optional modules... We possibly have common topics because of <u>his experience of staying in China</u> for a long time. He will talk about his opinions for certain things happened in China. ... then we will consult him something related to UK that are difficult to understand.</p> <p>L: OK, it is kind of cultural communication, right?</p> <p>C: I think so.</p> <p>L: All right. The British guy is the only one you spend 20% of your free time with, is that right?</p> <p>C: Yes, only this one.</p>	<p>local Ss. < only one ></p> <p>← sharing opinions.</p> <p>? the HSs' own ← willing to interact. attitude? response...</p>
<p>10)</p> <p>L: How do you spend another 20% free time with other foreign students? Any activities?</p> <p>C: via social media, like Facebook</p> <p>... We contact with each other by sending messages in social media team... We are usually informed of class info, or some activities by social media team/group</p> <p>L: hum, OK. That is to say you communicate with other foreign students on Facebook but little face-to-face talk.</p> <p>C: Yes, little face-to-face talk.</p> <p>L: OK. How about Chinese students? You spend 60% with them.</p> <p>C: Apart from classes, we eat together, chat together, party in the weekends.</p> <p>L: it seems more relaxed, is it?</p> <p>C: Yes. It is much more easier and relaxed to communicate with a person when we have the similar cultural background. It is free talk. But when I am trying to conduct a talk with a British or people from other countries, I need to <u>rehearse</u> what to say and how to say in my mind before talking</p>	<p>Social circle Communication via Social media</p> <p>reason why Ss from same ✓ ↓ easy ↓</p> <p>< think twice ></p>

<p>addition, it may help me in the future to communicating with people from that <u>country or</u> travel to that country.</p> <p>L: OK. How about the aspect of learning content?</p> <p>C: Possibly. Sometimes if I cannot understand, I can catch up through their discourse, and <u>get deeper understanding via listening to theirs.</u></p>	
<p>5)</p> <p>C: ... Regarding foreign students, I expected to be more, indeed, less than expected. The opportunities for communicating with foreign students <u>decrease</u>, failing to reach my expectations.</p> <p>L: not that many?</p> <p>C: Yes</p> <p>L: discussions in class?</p> <p>C: yes.</p> <p>L: not as many as you imagined?</p> <p>C: Yes.</p>	<p>less communication opportunities – due to student population</p>
<p>6)</p> <p>L: Do you have any interactions with local British students or foreign classmates in or after class?</p> <p>C: in class, we talk with each other only in the <u>group</u> activities. I am also trying to talk to them <u>after class.</u></p> <p>L: You also have groups in the lectures?</p> <p>C: I think it also happens in lectures. For example, we sit next to each other. We are partners and communicate with each other... the students are not grouped... (Seminars) the same as lectures. We are taught in cluster room and <u>grouped</u> with student sitting nearby.</p> <p>L: all right. Your communications in class are via <u>group work</u>, is that right?</p> <p>C: Yes.</p>	<p>In-class communication</p> <p><u>Group discussion</u></p> <p>Group/pair work</p> <p>Groupwork</p> <p>↓</p> <p>< main source ></p> <p>↳ interaction opportunity</p>
<p>7)</p> <p>L: How about it after class? Do you have any more communications, activities, or any social activities?</p> <p>C: I haven't participated in university activities yet. Classmates may organise some activities after class, like people in good relationship sit together and talk.</p> <p>L: How about your extracurricular life? Do you have any communications with other local or foreign classmates?</p> <p>C: Not too much. More communications will happen in parties, or when <u>they</u> live in the same flat.</p> <p>L: your British classmate you have just mentioned before?</p> <p>C: Yes.</p>	<p>After class communication</p> <p>Informal university experience</p> <p>→ Social activities after knowing in class</p> <p>flat: living experience</p>
<p>8)</p> <p>C: Because the <u>majority is Chinese</u> in my class this semester. However, in my last semester's optional courses, <u>most of my classmates are foreigners, resulting in more social time</u> with foreign classmates.</p>	<p>Student population before... / after...</p> <p>more foreign ss,</p> <p>↓</p> <p>more social ~</p>
<p>9)</p> <p>C: You said 60% (of your social circle) is with Chinese students, 20% with local students or people, and the rest 20% with students from other countries?</p>	<p>Student population</p> <p>Cultural info and knowledge exchange</p>

Appendix H Sample of field notes in the upfront fieldwork

Sample 1
 09 Oct 2013 Classroom Observation Ccs8001, Social Psychology of Communication
 (11am-1pm) Herschel Building — level 4, TR3 37 students, 11 non-Chinese
 in Blue

Multi-functional WB



group discussion → according to seats *

1. traditional classroom location / layout.
 < row in row, facing the tutor >
2. paired seated, among Chinese students.
 < maybe friends now, rather than 'same culture'. >
3. one-minute self-reflection → quiet thinking on their own
 "social/nationality to be identity" discussed as index of "social group"

4. 2 Students (non-Chinese) being late, and seated in last row. (naturally)
 (normal)
 < no seats remain between them >

*5. paired discussion. (limited scope of interaction)

↳ a good way to make friends, as well as international compacity

notice 2: wherever the second round of pair/group discussion is asked, the pattern / members of this group won't change from the first one.

6. in this classroom, students' answers, questioning, challenging, critiques, more or less the same group member is dynamic. (7 mins)
 no single communication

* the classroom is nearly fully-occupied.

in front of the classroom, fully notice 1
 back of the classroom, partly. in twos or threes.

✓ 2-3 pair discussion, students are asked to exchange their perceptions on given topics, focusing on the teaching content

7. no apparent refusal between each group.

/ further discussion across groups. < occasionally >

⇒ next steps are quite free-style interaction.

*8. group → why?

Size of the classroom, works, in the seats of each group.

✓ among pair discussion when student finished their own pair's discussion before tutor moving on to the next topic.

11 Dec 2013 Sample 2

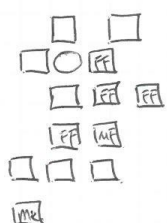
CCC communication module.

32 students, 14 non-Chinese Ss.

(in lecture part)

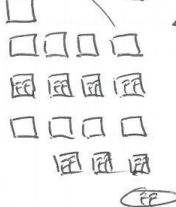
WB

lecturer



A
I
S
L
E

to look at WB (joined in)

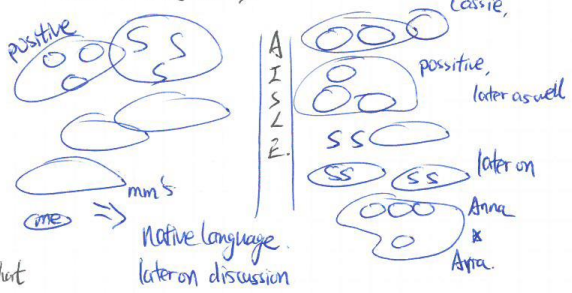


Student feel free to leave seats during lectures.

Module round-up
Essays Q&A.

Discussion became active almost everywhere (2 mins later)

not changing seats, keep pair-to-pair.
• Group discussion, rather than pair discussion.
• When lecturer reading the questions, Ss focused, (sometimes discussion)
• male Chinese student: did not join into the group of all foreign students. sitting quietly at the corner
• tutor asked him to join... from other cultural background.
in Group Discussion → positive
according to seating area → silent.
classroom layout →



- As this is the last section of this module, it is clear that most of the students get used to their "seat mates" → knowing each other well.
- there is a question about "duration of the discussion". after a wave of discussion activity, Ss are chatting, esp. min
- groups read "discussion record", to answer lecturer's questions.

* Discussion about 20 mins in class → 4 phase form
 { heat up / warm up → answer the question
 ↓
 discussion
 ↓
 chatting
 ↓
 discussion

* lecturer gave guidance / hints around groups
 (time, concepts, adjustment of contents, etc.)

* Student who answered the question is native speaker.

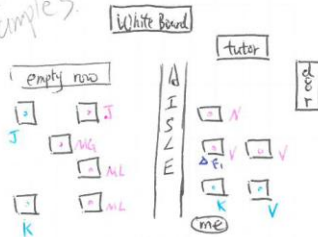
△ Essay: One of the given topics,
 material on BB, ← Blackboard (an online platform for students & staff)
 group work X individual ✓

10/04/2014 SUCN
 < 8.10am-12.00pm >

< design Assessment Tests of Chinese teaching >

MO.

Sample 3.



- M Korea
- F Japan
- Malaysia
- Vietnam
- Nigeria...

* Before class, ISS very active → interaction in Chinese
 in class, quiet & note-taking, following tutor's ppt.
 ↳ Same with other classes, nearly no interaction in class.
 ✓ teaching content shown on ppt (white board)

Content: Expectation, Prediction in assessment.

eg Hsk. 84 sit-up, 89 prediction

Aims of prediction { difficulty * coefficient
 partition degree / differentiated.

$$P = \frac{R}{N} \leftarrow \begin{matrix} \text{right} \\ \text{whole number} \end{matrix}$$

* Tutor related Assessment design to ISS' future work

detailed explanation / before class, statement of tutor

\ explain the words that ISS cannot understand.

* tutor sometimes ask ISS the knowledge she just taught, for ISS to review & reflect.

Sometimes, rarely, very few times.

↳ ISS (eg F1) asked one question.

↳ no response from ISS.
 very little reaction.

{
 * Tutor
 centred.
 /
 no
 interaction

* First impression: "culture" is quite emphasised in SUCN

⇒ IHE in ISS education, in the process of teaching & practice.

* note-taking / ppt

tutor's writing Blackboard
 in front of classroom

△ lack interaction. Big classroom,
 sit alone of each.

No discussion
 ⇒ in Qs from tutor.
 no pair discussion

* Same teaching content (ppt)

ISS & HSS. however, teaching speed
 different < teaching method

Between classes, quiet, not too much interactions. ISS looks sleepy...

Remain seated, chatting in Chinese, < content is about knowledge studying >

tutor: asked ISS to find HSS for their dissertation.

/ ————— \
 help.

next year's plan ⇒ ISS staying in CN,
 going back to home country.

(ISS' national situation
 when to find a job?
 future plan, trips? etc)

(chatting)
 ⇐ initiated by tutor.

10-12am

09/10/2014

SUN
Cross-cultural Communication
Room 1003/3401

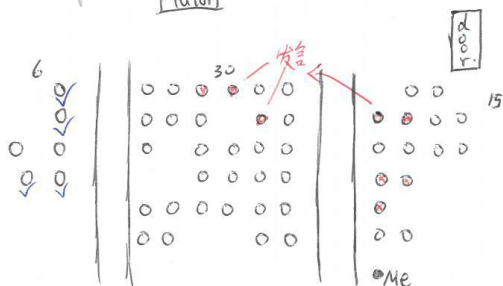
51 Ss. (incl. ISs)

JI*

Sample 4

Tutor

WB



△ greeting to Students.

asking Ss for education background. (2009) teaching history

△ explaining

< mixed-national classroom >
for the 1st time.

unsure ✓

✓ worrying → speed of speaking in class.

< asking ISs to give out opinions >
HSs

△ Teaching plan: 15 weeks x 2 classes.

& Assessment / Requirement. homework

P.S. clumsy teaching.

△ Suggestions for ISs: not sitting alone, find CN students for help.

& asked if the speed of his speakings ok. (again ~)

1. What is cross-culture communication?

↳ different understandings of "culture",

"communication",

"tutor speaking

> all the time."

Consideration of ISs in class.

Continue... 1. Tutor's sharing own experience to stress the importance of cross-cultural communication

overseas teaching experience.

2. A few examples: shower, perfume, living custom.

(from living experience)

② eating, humbling / rejects.

△ Raise ISs & HSs to think more.

do not judge when there are differences.

Source: TV, Movie, Communication, from practice.

* the aim of this module

↓ awareness, not strange,

"central role" of your own culture. x everyone has
"powerful" culture. more or less.

Tutor asked Questions for Students to answer:

< discussion, different opinion shared >

"Spotted" culture / strange custom? ⇒ Korean: walking outside in pajama. < strange >.

Queuing too close...

Q&A from tutor.

! After 1st class, before 2nd

Caring < JI >

Be Book time.

< tutor asked ISs about their adaptation in this class. opinion >

Before 2nd class: sample

Notice: Subject/major induction meeting < not this year >

↳ will find an opportunity to hold in the future.

tutors contacts: jixu@suda.edu.cn.
13962529188.

office: 5324.

↳ Chinese Language, international education office. (JI & ZHU)

this major's administration < complex >

↑

JI introduced a bit.

- PG admin.
- Office of MTC SOL programme.
- Head teacher
- teaching admin.
- PG. instructor / secretary.

* Observing the new type of class.

< mix-national class room >

↳ Need to know the "changes"

2nd Class: What is IC, CCC...

Book: Edward Hall, the silent language, 1959.

Current: Gu Jiazun 2002. Background of language & culture.

examples: 1. 2. 3. 4...

10/10/2014

8am-12am

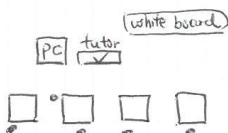
(MTC SOL)

↑ < ISS only >

Wang Jialun.

1/1 - Wencheng Building
East campus.

Chinese writing*



(me)

tutor
centred.

1. very flexible environment.
relaxing ✓
2. tutor comments on each ISS' writing (home work of last week)
① first content in class. one-on-one tutorial.*
3. using simple language to tell ISS writing skills in detail contents
4. Explaining sentences in textbook one after the other.
"read together loudly"
5. in-class exercise.
↳ 200 words writing, using detailed contents learnt just now.
↓
comments in class.

Appendix J

Sample of coding – documentary data from fieldwork

1) Official perspective of the HEIs (International strategies, mission statement)

Theme	Category /Source	Data
IoC	Government requirement and guidance	<p>Mission: 《教育部国家发展改革委财政部关于深化研究生教育改革的意见》，将我省建设成为研究生教育强省和创新型省份，加快缩小我省研究生教育质量与国际先进水平的差距；</p> <p>Mission: “Recommendations of deepening the reform of postgraduate education by the Financial Department of National Development and Reform Commission of Ministry of Education”: Improving the quality of postgraduate education and innovation of our province, and quickly approaching advanced international standards of postgraduate education.</p> <p>Aims: 较高科学人文素养与国际素养...具有国际竞争力的高级专门人才；具有国内领先水平和重要国际影响；</p> <p>Aims: Cultivating relatively high scientific, humanistic and international attainments; international competitive senior specialists; domestic leading level and important international influence.</p> <p>Commitment: 促进学生、教师之间的良性互动，鼓励研究生参与教学设计、改革和教学评价；</p> <p>Commitment: Promoting good interactions between students and teachers;</p> <p>Encouraging postgraduate students to participate in curriculum design, reform and evaluation.</p> <p>Support: 加强对研究生课程学习的支持服务...加强教学服务平台和数字化课程中心等信息系统建设，对课程学习提供信息和技术支持 (MOE, 2014)</p> <p>Support: Enhancing support and service to the study of postgraduate students;</p> <p>Enhancing the construction of information systems, such as educational service platform and digital course centre, and providing information and technology support (MOE, 2014)</p> <p>支持研究生根据培养需要在论文工作阶段休息部分相关课程；</p> <p>Supporting postgraduate students to study relevant courses during dissertation according to cultivation plan;</p>
Staff development	SUCN- Institutional documents for staff only	<p>加大选派研究生到海外研修力度，逐步做到所有研究生有一年以上的海外研修经历；</p> <p>营造国际化培养环境: 加强国际化师资队伍建设，吸引国外优秀人才来指导研究生(MOE 2013)</p> <p>Providing more opportunities for postgraduate students to study abroad and gradually realising the situation that all the postgraduate students have over a year experience of studying abroad:</p>


internationalisation
↑ of curriculum
< aims >
national development

technology

“student-centre”
approach

exchange programme?

HSs cultivation

	<p> <i>Awareness & value</i>  </p> <p> Campus" together with Daejin University in South Korea. There have been over 2000 students coming to Daejin University Suzhou Campus to study from Daejin University. 学校高度注重校内多元文化发展, 鼓励有条件的学院(部)和各管理部门先行开展国际化, 鼓励大力开展学生对外文化交流和留学生特色活动, 在校内营造良好的国际化氛围, 促进师生的国际化主体意识进一步提高。The university pays great attentions on the multicultural development on campus. It encourages appropriate departments and schools to internationalise first and conducting student's international cultural exchange and foreign student activities which creates good international environment on campus and improves the students and teachers' international consciousness. (SUCN, 2014, http://www.sinoss.net/2012/0504/40530.html Accessed on 20 June, 2014) </p>
<p> Governmental documents for staff only – SUCN-Doc-2 <i>recruitment</i> <i>cooperation</i> ② <i>recruitment</i> ② ③ <i>ISS Service</i> → </p>	<p> 1 大力提高国际化水平: 积极推进中外合作办学 积极吸引外国学生来华留学。 Enhancing internationalisation standards: actively promote Chinese-foreign cooperation in running schools; actively attract foreign students to study in China. 2 增强对外开放主动性。推动双边和多边学位互认工作, 加强与周边国家、区域的研究生教育合作; Enhancing initiative to open up; promoting bilateral and multilateral degree recognition; enhancing postgraduate student education collaborations with neighbor countries and areas. 为外国学生来华创造良好条件(通过加强全英文课程建设、设立来华研究生奖学金等措施)(MOE, 2013) Creating good situations for foreign students to come to China (through construction of English taught curriculum, postgraduate scholarships, etc.) 3 实行全英文授课, Conducting full English teaching courses. 4 加强境外、海外研究生招生宣传, Enhancing advertising of overseas students recruitment 5. 提高管理与服务的国际化水平, 形成中外研究生共学互融、跨文化交流的校园环境 (MOE, 2013) Improving the international standards of management and service, creating a multicultural environment on campus where Chinese and foreign postgraduate students study and live together. </p>

2) Samples of NEUK's documents that are no longer available online:


2015

Internationalisation - Learning & Teaching Development Service - Newcastle University

Newcastle University

Learning & Teaching Development Service

Internationalisation



This page has resources about internationalisation.

Internationalisation is about making things more international. It links to Newcastle's Vision 2021 (*Executive/mission/*) principles and values, specifically that we **value diversity** and **are globally ambitious and regionally rooted**.

Overview

The Observatory on Borderless Higher Education (<http://www.obhe.ac.uk/home>) offers an environmental scanning facility on higher education issues. This includes activities and developments which cross (or have the potential to cross) the traditional borders of higher education, be they geographical, sectoral or conceptual. Please email QuILT (<mailto:quilt@ncl.ac.uk%20>) for access to Newcastle's subscription.

The Higher Education Academy's Teaching International Students (<http://www.heacademy.ac.uk/teaching-international-students>) project focusses on how teaching staff can meet the learning needs of students new to the UK, and new to HE in the UK. See the QuILT page on widening participation (quilt/resources/teaching/participation.htm) for links to more resources.

Internationalisation at home

When internationalisation is about making things more international, 'internationalisation at home' considers how this affects students studying at Newcastle.

Caruana's (2010) (<http://open.jorum.ac.uk/xmlui/handle/123456789/5716>) work on internationalisation good practice includes this annotated bibliography of 'how to' guides for internationalisation at home.

The HEA's work on internationalisation includes a conceptual map of the International Student Lifecycle (<http://www.heacademy.ac.uk/ourwork/teachingandlearning/internationalisation/studentlifecycle>). This includes links to resources about teaching students who are new to UK educational institutions. It highlights different aspects of past experiences of learning and teaching that may influence expectations of what a university student should do.

Intercultural communication

Teekens (2003) (<http://jsi.sagepub.com/content/7/1/108>) has discussed specific skills for teaching in an intercultural setting. The article gives nine clusters of aspects of the ideal lecturer for the

<http://www.ncl.ac.uk/quilt/resources/teaching/internationalisation.htm>

1/2

DRAFT UNIVERSITY INTERNATIONALISATION STRATEGY

The draft of the Internationalisation Strategy has been considered by Executive Board, Council, Senate, University Research Council and Internationalisation Executive Group. The document covers the vision, strategic principles, key aims and objectives.

Once the principles, aims and objectives have been agreed we will develop an implementation plan and the governance arrangements.

There have been two meetings of a Special Interest Group (Elia Ritchie, Bob Hull, Mark Tanson, Paul Walker, Richard Dale, John Terry, Douglas Robertson) who have inputted their views. I am grateful to the members for their valuable input.

The draft strategy is now undergoing a consultation period where it will be circulated to University Teaching Learning and Student Experience Committee, Heads of Unit Forum, the Faculties Steering Groups and Faculty Executive Boards, before returning to Council for final approval on the 28th May 2012.

Professor Elia Ritchie, Deputy Vice-Chancellor
On behalf of Executive Board
3rd April 2012

INTERNATIONALISATION STRATEGY

Document G - Cross-FTLSEC
27 April 2012

1. Internationalisation Strategic Vision

To advance and consolidate Newcastle's position as a world-class civic university with a strong academic reputation and a commitment to excellence with a purpose.

To achieve this vision, we will develop a shared sense of purpose and common goals to:

- Continue to build a strong international reputation ✓
- Be active internationally in order to grow
- Strengthen the University through cultural diversity

The purpose of the strategy is to articulate Newcastle University's international vision and to integrate an international, intercultural and global dimension into the goals, teaching, research and professional service functions of the university.

It acknowledges that not all Schools and Institutes are at the same level of international maturity but gives common purpose to our internationalisation activities.

Our strategy, summarised in Vision 2021, is divided into two key areas: **internationalisation abroad** and **internationalisation at home**. It includes a series of long term actions and objectives, but it must be stressed that internationalisation is a process that will evolve over time and this strategy will gain focus as it matures. The Internationalisation Strategy will be subject to annual monitoring and review.

We have six core objectives:

Internationalisation abroad:

- Develop and sustain a number of high quality offshore operations and partnerships to deliver excellence in teaching, training, engagement and research.
- Promote international collaborations to ensure that our research remains at the forefront of world developments.
- Develop a cohort of high-quality Partner Universities abroad that share our vision.

Internationalisation at home:

- Recruit and retain strong and diverse cohorts of high-quality international staff and students.
- Develop and maintain international opportunities for staff and students.

development of academic relationships which are essential for creativity, innovation and cutting edge research.

2.3 Global standing

Our global standing is recognised by the independent ranking of Newcastle University in the top 200 of the world's best universities. Some indicators of these strengths include:

- We were ranked in 146th equal position on the Times Higher Education World Rankings 2011-12, which also places Newcastle University as equal 56th in Europe⁴.
- We were ranked 127th in the world in the QS world rankings 2011.
- In the Research Assessment Exercise 2008 14% of our activity was classified at 4* the highest ranking which recognises that the quality of our research is world-leading in terms of originality, significance and rigour. 44% of our research achieved 3* which recognises that the quality of research is internationally excellent and 34% is internationally recognised.
- The annual International Student Barometer, which measures international student satisfaction at 270 Universities and Colleges worldwide, has revealed year-on-year growth in international student satisfaction at Newcastle since the surveys began in 2005 with overall satisfaction now standing at 91%, an increase of 15% in just five years. The INTO Newcastle Centre is one of the best performing in the INTO group and in 2011 recorded 93% for learning satisfaction (best in group).
- The University is in the top 50 world-wide for International Outlook, with some 23% of staff and 22% of students of international origin⁵.
- In 2009/10 we won £13.3m of new awards from the European Union in support of our collaborative research with other EU universities. Research income from the European Union in the same year was £9.9m. These results, which place us mid way in the Russell Group, confirm our strong competitive performance, particularly outside the golden triangle.

In keeping with, and in order to enhance, our global position we are developing a series of institutional alliances world-wide in addition to major research partnerships developed at the research group level.

2.4 International Student Recruitment Profile

⁴ There are over 7,000 universities world-wide.
⁵ Taken from Thomson Reuters 2011 Global Institutional Profile – Newcastle University 2011.

Our international student recruitment level is steadily growing in both absolute and proportional terms. In 2004/05 the number of non-UK students was 3,052, representing 18% of the total student population. This increased to 4,221 in 2009/10, which represents 22% of the total population.

In the context of EU student recruitment, the position is less buoyant and for undergraduate recruitment this is likely to be challenged further by the introduction of the new fees regime and by the Government White Paper Students at the Heart of the System (June 2011). In 2004/05, 728 EU students represented 4% of the total student population. In 2009/10 we had 895 representing 5% of the total population – a modest improvement. There is potential for increasing our share of the postgraduate taught market where the UK has the advantage of offering one year Masters and Research Masters.

Competition is intensifying as the OECD market share of international HE declines. We need to ensure that we do not become over-reliant on a single market and there is a need to achieve both a diversity and balance in our student recruitment across a wider range of countries in order to ensure the quality of the student experience and to sustain our recruitment base.

2.5 City of Newcastle upon Tyne

The City of Newcastle upon Tyne has a rich industrial and cultural heritage which adds further strength to our international profile. Newcastle has an international reputation for our ship-building, engineering and mining heritage and the North East of England is home to two World Heritage Sites. Newcastle University is located in the heart of a vibrant and popular student city which has been voted the number one city for students by MSN.com. The results reflect the popularity of Newcastle as a place to live and study.

Whilst Newcastle is the most northern English University it is easily accessible and has excellent transport links and a large international airport linking us to the rest of the world.

We recognise the valuable contribution Newcastle University staff and students make to the social and economic development of the regional economy (both at home and as part of our overseas operations). The Internationalisation Strategy will work in tandem with the Newcastle Engagement Strategy to ensure that impact is appropriately captured and promoted at both a regional, national and international level.

2.6 International Teaching Provision

We have a well established and highly successful Joint Venture with INTO which has considerable potential for further development (through international collaborations and via the INTO network). There are currently two key offshore delivery operations - the NULMed Campus (in South Malaysia) and the collaboration with the Singapore Institute of Technology. There is also growing 2+2, CPD and postgraduate provision in other countries. The University has also developed a framework for joint doctorates

Appendix K

ISs' self-marking of IC elements

Figures below show ISs' self-marking results throughout the three rounds of interviews, regarding the five main elements in Deardorff (2006)'s IC model, namely, attitude, knowledge, skills, adaptability, and external outcomes such as behaviour and effective communication.

IC Elements-U1		IS1	IS2	IS3	IS4	IS5	IS6	IS7	IS8	IS9	IS10
		Zoe	Whitney	Peggy	Teresa	Leo	Samuel	Margaret	Ruby	Nichole	Orlando
Attitude	1	87	80	80	90	50	85	90	70+	50-60	---
	2	87	80	80	70	70	60-70	80	80+	40	85
	3	99	75	90	N/A	75	90+	90	90	75	80
Knowledge	1	60	70	90	60	70	75-80	80	60+	70	50
	2	60	90	80	80	70+	80-90	90	80-90	70	65
	3	85	90	85	N/A	80	90	90	70+	75	80
Skills	1	90	40	80	90	50	80	85	---	---	---
	2	90	50	85	++	50	80-90	85	---	70	75
	3	70	88	95	N/A	60	90	90	90	80	80
Adaptability	1	70	85	70	95	70	---	85	70-80	---	---
	2	70	80	70	---	80	80	85-86	90+	++	70
	3	87	90	80	N/A	90	80-90	90	90+	80	78
Behaviour	1	70	85	70	90	80	85	80	70+	---	40
	2	50	70	70	---	50	80-90	90	90+	---	45
	3	69	85	80	N/A	80	80-90	95	95	70	80

Development: **Green** Staying the same: **Blue** Decreased: **Red** The Blue "—": no clear marking
The Green "++": increased without a given mark; the red "—": decreased without a given mark

SUCN-ISs' self-evaluation on Intercultural Competence (IC) in three rounds of interviews

IC Elements-U2		IS1	IS2	IS3	IS4	IS5	IS6	IS7	IS8	IS9	IS10	IS11	IS12
		Amy	Kevin	Jane	Doris	Cecilia	Betty	Grace	Vincent	Isabella	Harper	Fiona	Elaine
Attitude	1	80	95	75	---	100	65	90	90	50	90	90	60
	2	75	>95	80	80	90	70	80	80	50-60	90	95	80
	3	90	99	80	80	95	78	80	80	60	95	80-85	85
Knowledge	1	70	80	60	80	30	70	50	80	---	50-60	75-80	70
	2	70	85	80	90	45	73	70	70	90	70	80	80
	3	70	88	60	90	50	78	80	80	95	75	89	85
Skills	1	80	85	80	---	60	80	60	70	---	90	90-92	70
	2	75	85	85	80	75	83	80	75	70	80	95	75
	3	80	87	80	85	75	85	80	70	70	80	95	80
Adaptability	1	70-80	80	80	---	60	75	80	90	---	80	75	60
	2	78	83	90	90	75	78	70	90	80	85	80	75
	3	80	85	75	100	80	80	70	90	90	90	70	80
Behaviour	1	70	80	85	---	60-70	70	60	---	---	100	75	60
	2	70	83	90	85	80	75	70	90	70	100/20	70	75
	3	80	85	90	90	85	77	80	90	80	100/30	80	80

Development: **Green** Staying the same: **Blue** Decreased: **Red** The Blue "—": no clear marking
The Green "++": increased without a given mark; the red "—": decreased without a given mark

NEUK-ISs' self-evaluation on Intercultural Competence (IC) in three rounds of interviews

These self-marking results helped ISs to reflect their IC development, thus to have a further discussion on the factors contribute to ISs' IC development in detail.